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ABSTRACT

This report describes the major activities and accomplishments for the quarter in production and research for the Sesame Street and Electric Company programs. In addition, activities in public affairs, personnel, budget, international broadcasts, CTW products, and community education services, including services to the mentally handicapped and disadvantaged, are described. Appendices provide samples of Sesame Street script highlights, program descriptions of the Electric Company, and press clippings. (DAG)

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Children's Television Workshop

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Sesame Street Research

July - September, 1977

1. Activities and Accomplishments

A. Researchers and writers met to formulate guidelines and segment ideas for the second half of the ninth broadcast season, in the curriculum areas of pre-science.

B. Researchers completed coding work on the followup phase of a project entitled, "A Taxonomy of Sesame Street Segments for the Mentally Retarded." This phase involved coding two and a half hours of Sesame Street program materials according to a set of variables designed by Ms. Barbara Kolucki, of Children's Television Workshop's CES staff. The taxonomy describes attributes of Sesame Street programming which may influence the attention and learning of mentally retarded children. During the final quater of 1977, Mr. Dennis Connors, a graduate student at Columbia University, will search for correlations between the coded attributes of the Sesame Street segments and attention data already acquired by the Sesame Street research staff. Clusters of attributes which are correlated with high or low attention will be identified, and Mr. Connors will subsequently formulate some recommendations for producers about programming.

C. For some time the research division has been coordinating participation among several independent researchers in a project known as the cross-methodological study. Investigators throughout the greater New York/New England area have applied a variety of research methods to several audiences, using the same stimulus material, a videotape featuring one and one-half hours of selected Sesame Street segments. This phase of the project has been described and reported in earlier quarterly reports to the Office of Education, as various segments of the research were completed and submitted.

Phase II of the project is now completed. This phase comprises CTW's contribution to the project. Under the guidance of Associate Director Lewis Bernstein, raters were trained to systematically code relevant program attributes of the stimulus material. This coding indicates presence, absence, and/or degree to which attributes are manifest through out a segment. The data have been used to draw some implications about program attributes and children's attention to television materials.

The report describing this phase of the project will be completed during the final quarter of 1977, and will be discussed at a CTW seminar during the fall. At this seminar, all the participants in the Cross-Methodological Study will convene to discuss the relations and discrepancies among various research methods and their results. An attempt will be made

at that seminar to begin to formulate an understanding about the appropriate uses of different research methods and their relationship to each other.

D. Researchers completed some preliminary curriculum planning for Sesame Street's tenth broadcast season. Literature investigations were conducted in three tentative curriculum areas: self-esteem/ locus of control, appreciation of cultural differences, and aesthetics. Brief descriptions of these areas and their importance for Sesame Street viewers were included in the proposal to the Office of Education for Sesame Street's tenth broadcast season.

E. Researchers provided script review for the first half of the Ninth Broadcast season, and continued to review storyboards and film cuts. In addition, studio taping was monitored throughout September.

F. Sesame Street researchers continued work on a project designed to provide an analysis of Sesame Street characters and their roles and behaviors, as well as how children attend to these roles and behaviors.

Drs. Steve Levin and Dan Anderson, from the University of Massachusetts have completed the first stage of the project. They have performed slide-distractor studies of three hundred preschoolers as the children watched fifteen hours of selected Sesame Street material. The Sesame Street research staff now has their data describing moment to moment changes in children's attention as different characters appear on or leave the screen, portraying different behaviors and roles.

During the October - December quarter of 1977, Dr. Langbourne Rust Director of the Attribute Research Service in New York City, will perform statistical analyses and provide intuitive interpretations to document which aspects of characterization seem to induce unusually high or unusually low attention from preschoolers.

G. Dr. Joan Gussow, Professor of Nutrition at Teachers College, Columbia University, has worked with her student Michele Grodner to provide two research reports for CTW. The first report summarizes a survey of current health curricula for preschoolers and early elementary-aged children. The second study reports test results of Sesame Street and other television materials produced to teach young children some elementary health concepts. Both of these reports will provide important information to CTW staff members developing Sesame Street's health curriculum for the ninth and tenth broadcast seasons. A third report on curriculum recommendations will be completed in the next quarter.

H. Dr. Cornelia Brunner, formerly a research staff member assigned to The Electric Company, has designed and completed data collection for a two-part study to help develop Sesame Street's pre-science curriculum. The first portion of the study consists of a review of pre-science processes and concepts presently taught in kindergarten and early elementary school, along with some recommendations for Sesame Street's writers. A preliminary draft of this portion has been submitted to the research department for review. The second portion involves an evaluation of several Sesame Street segments relating to pre-science, to ascertain what concepts and treatments are most salient to preschoolers. Dr. Brunner's second

report will be submitted during the October-December quarter.

I. Mr. Rodney Dennis, a graduate student at the University of Kansas, completed a followup study to his formative evaluation of Sesame Street classification and sorting videotape segments. Mr. Dennis examined the extent to which the use of pauses and direct audience instruction facilitated preschoolers' comprehension of Sesame Street sorting and classification segments. Mr. Dennis' report, including recommendations for new experimental treatments of this goal, will be received during the October-December quarter.

J. Mrs. Hylda Clarke, who was the Field Research Coordinator for The Electric Company, completed her evaluation of the teaching effectiveness and the attractiveness of Sesame Street pre-reading formats and of formats from The Electric Company which might be adapted for Sesame Street. Her report was submitted for review by the research department during this quarter.

K. CTW's Bilingual Advisory Committee discussed plans for Sesame Street's Cultural Diversity curriculum with researchers.

2. - Problems - no significant problems

3. - Significant Events and Findings - Same as Category # 1, above.

4. - Dissemination Activities

A. The Assistant Director worked with CES and Public Relations staff to prepare a presentation for the National Association of Retarded Citizens and the Ohio State Awards.

B. The Associate Director met with the Vice President for Research and representatives of the American Lung Association to discuss health curriculum for preschoolers.

C. The Associate Director participated in a telephone interview with New York Times reporter Melinda Blair.

D. The Associate Director met with Robin Weyda, from Japan, to discuss formative research methods.

E. Judy Addington from KBTV in Denver discussed Sesame Street's curriculum for the mentally retarded with researchers.

F. The Associate Director met with Mr. Monah Jeha from Lebanon, and Ms. Cynthia Reader, from UNICEF, to discuss plans for children's television programming for Lebanese children.

G. Researchers discussed research on children's television with Bill Petok, a doctoral student from the University of Maryland.

H. The Associate Director met with Brooks Jones of Vice Versa Television to discuss interactive children's television programming.

I. A researcher prepared a presentation on formative research for media students from Harrisburg Community College.

5. Capital Equipment Acquisition - None this quarter.

6. Data Collection - See category #1, above.

7. Other Activities -

Nonbroadcast - Researchers continued to provide review functions and occasional testing of prototypes for books, toys, and games designed under the auspices of the Products Division.

Community Education Services
See Category #4A, above

International - The Assistant Director and a researcher helped to plan and participate in a one-week orientation/ training session for producers, writers, and researchers working on Ifta Ya Simsim, the Arabian version of Sesame Street.

8. Staff Utilization - no changes this quarter

9. Future Activities

A. Activities described under Category #1: B,C,D,E,F, and G will continue into the next or future quarters.

B. The research staff will perform a study assessing the impact of several segments broadcast this year, as part of Sesame Street's eighth season, which portray Big Bird grappling with problems of jealousy over Buffy St. Marie's new baby.

C. Eye-movement research is being planned for a subset of new Sesame Street segments. The research will tentatively be performed by Barbara Flagg at Harvard University.

D. The Sesame Street research staff will perform comprehension testing on a variety of new formats.

E. Plans will be made for a study designed to assess the effectiveness of Sesame Street formats which teach conventions commonly used in school, such as crossing-out, underlining, and circling.

SESAME STREET PRODUCTION

Major Activities and Accomplishments

Production plans for the Hawaii remote were finalized in early July and location taping took place in late July and early August on the island of Kauai.

On returning to New York, Sesame Street staff held production meetings for the first half of Season IX, which was taped in September.

Several meetings took place during September to discuss plans for Sesame Street Season X. Meetings were also held to plan a Sesame Street evening special.

THE ELECTRIC COMPANY RESEARCH

Research activities on The Electric Company during this period were numerous and varied, and included creation of a mechanism for over-all corporate coordination of activities in different departments; commissioning of an over-all final report on The Electric Company, to encompass its entire life history; continuation of products research, particularly in the areas of books and periodicals; continued planning for a set of experiments in promotion of school utilization; and work with the CES department in support of its various work and planning efforts.

Dr. Barbara Fowles, formerly Director of Research for The Electric Company, after maternity leave, resumed work on a free lance basis, on the comprehensive report on TEC formative research and evaluation. In addition, she has been commissioned to write a final report over all aspects of TEC, from its inception to the present.

A preliminary report was received from Research Triangle Institute, presenting the results of its third in CTW's series of nationwide TEC school utilization surveys. Additional data processing is being done by CTW. When the results of that work have been completed, a final report on the survey will be written, incorporating the current RTI data, as well as trend data, comparing current results with those obtained from the two previous surveys. The product will be a technical

report and summary, bound in a manner similar to that in which the two previous reports in this survey series appeared. Already, the results of this survey are being publicized, and otherwise employed to promote further home and school utilization of the television series.

To coordinate the activities of the various CTW departments involved with TEC, a corporate-level review of all activities was conducted. The results were communicated to all departments. One goal of this review process was to ensure inter-departmental communication and coordination. Another was to provide the basis for establishing a centralized corporate review and control function. Toward this end, a committee of four was appointed by CTW President, Ms. Joan Ganz Cooney, including herself, Dr. Gerald S. Lesser, head of the CTW board of academic advisors, Mr. William Whaley, President of the CTW products group, and Dr. Edward L. Palmer, CTW Vice President for Research. The function of this group will be to review for quality and facilitate all projects and activities related to TEC.

COMMUNITY EDUCATION SERVICES

The Community Education Services Division (CES) develops and maintains an outreach effort conducted in support of CTW productions. CES works to extend opportunities for viewing and utilizing Sesame Street and The Electric Company to a broad audience of children and young adults, placing particular emphasis on reaching low-income and disadvantaged populations in urban and rural areas across the country. The structure and process of the CES operation, i.e., national and field offices, allows the convenience of person-to-person contact with potential and current show users; an element of great importance in reaching the CES target population.

CES works in cooperation with a network of organizations and institutions at national, state and local levels to reach parents, teachers and others concerned with the development of young children, providing instruction on the curriculum goals of the broadcasts and workshop training on methods of reinforcing their educational content. CES training films and supplemental print materials are widely disseminated in support of these efforts.

Selected highlights of this quarter's activities focused on in this report include CES youth-tutoring-youth summer projects, and activities conducted with colleges, migrant and bilingual organizations.

YOUTH-TUTORING-YOUTH SUMMER PROGRAMS

During the summer of 1971, CES conducted a national demonstration project funded by the U.S. Department of Labor, utilizing the resources of low-income teenagers, hired as Neighborhood Youth Corps employees, to provide supervised activity for young children based on the educational goals of Sesame Street and The Electric Company.

Major objectives of the project were to encourage disadvantaged pre-schoolers and six to ten year olds to take part in an educational experience, to demonstrate that disadvantaged teenagers can be effective tutors and to provide teenage participants with an experience which would enhance their self-concept and foster positive attitudes towards education and career development.

CES has continued its involvement each summer in projects based on the "youth-tutoring-youth" concept, working with a variety of organizations operating Neighborhood Youth Corps, CETA and other city and community sponsored youth programs.

. In Massachusetts, CES participated in summer Neighborhood Youth Corps programs operated by community organizations in Boston, Chelsea, Revere and Winthrop held at local public school facilities. Three hundred and twenty-five tutors and supervisors received training on the curriculum goals of Sesame Street and The Electric Company, methods of working with children and instruction on planning and conducting educational and entertaining reinforcement activities. The programs ran from June to September, four days each

week from 10:00 a.m. to 2:00 p.m. Since Sesame Street and The Electric Company were not aired during these hours, children participated in reinforcement activities based on the show curriculum during morning tutoring sessions and were encouraged to view Sesame Street and The Electric Company at home in the afternoons. CES Spanish and English Sesame Street activity manuals, script highlights, and Sesame Street and The Electric Company magazines and cast photos were supplied at each of the sites.

In addition to Massachusetts Neighborhood Youth Corps programs, CES participated in summer activities conducted by the Lincoln Hill Camp for mentally retarded children in Foxboro and the YMCA in East Weymouth. Physical activity is emphasized for youngsters at the camp and television viewing is limited, however, suggestions taken from the Special Activities Section of the Sesame Street Script Highlights were a component of the camp's classroom curriculum. The YMCA for the first time incorporated educational activities as part of their summer program. Camp counselors received training in the use of Sesame Street and The Electric Company and conducted related reinforcement activities with the children to aid them in developing basic skills required for entry into school. The YMCA also operates a Pre-School Learning Center

from September to May and CTW productions and materials will be utilized as resources in this program.

. CES provided training and print resources for a summer youth-tutoring-youth project conducted in Sulfer Springs and Val Verde, California. The program, administered by the William S. Hart Union School District, employed teenagers funded through the CETA program. Val Verde is an isolated community comprised of a low-income Black population with very few services available. In order for the project to operate at this location, parents were recruited and trained to serve as volunteer supervisors for the teenage tutors. Several workshops were held at both sites for supervisors, parents and teenagers on the curriculum goals of Sesame Street and The Electric Company and methods of reinforcing educational concepts through follow-up activities. CES supplied activity manuals, script highlights and magazines for use throughout the duration of the projects.

. Operation SER (Jobs for Progress) is a bilingual employment and training agency located in Dallas, Texas. SER's objective is to promote self-sufficiency through meaningful employment, service and redevelopment. This year SER operated a program during the summer months which provided employment for twenty-five Neighborhood Youth Corps workers and served approximately one hundred Mexican-American children from the surrounding community. CES conducted training workshops for the Neighborhood

Youth Corps workers on methods of utilizing Sesame Street and The Electric Company and reinforcing the educational content of the programs with follow-up activities. The CES training film "Getting It Together" was screened for the participants to illustrate the "youth-tutoring-youth" concept. CES supplemental materials were supplied to the center.

. A five-day training session was conducted by CES staff in New York for fifty Neighborhood Youth Corps summer employees who were placed in day care and community centers throughout the metropolitan area. The teenagers received instruction on the structure and curriculum goals of Sesame Street and The Electric Company and on methods of conducting entertaining and educational activities to reinforce the content of the broadcasts. Representatives from other divisions of CTW, such as Research and Publications, attended the sessions to provide tutors with a broader understanding the the structure and goals of CTW productions. CES training films were screened and participants were supplied with supplemental print materials to aide them in utilizing Sesame Street and The Electric Company as resources in their work with preschoolers at the centers.

. CES staff worked in cooperation with community agencies in Jackson, Mississippi and Birmingham, Alabama to provide training on the use of Sesame Street for Neighborhood Youth

Corps teenagers employed in pre-school programs. Tutors received workshop instruction on the structure and curriculum goals of the broadcast and methods of developing related educational and entertaining reinforcement activities. CES training films were screened for the participants and supplemental print materials were distributed at the sites. It is anticipated that contact will be maintained with these agencies after the summer projects and that similar training in the utilization of Sesame Street will be conducted for teachers and parents.

. The Shawnee Community Education Center, in cooperation with the Multi-cap Agency Summer Youth Program of Dunbar, West Virginia conducted a project for low-income teenagers and pre-school children based on the Sesame Street program. The program was designed to provide positive learning experiences for tutors and pre-schoolers. Children were provided with entertaining and educational activities, the opportunity to socialize with other children and a nutritional mid-day meal. Tutors, in addition to securing summer earnings, were able to participate in a child care program they had helped to plan. CES met with staff of the center to assist in organizing the program and later conducted training workshops for teen tutors and supervisors on effective utilization techniques. Original operating hours of the program were altered to coincide with local Sesame Street airing schedules. CES supplemental print materials were supplied for use in developing related reinforcement activities.

. The summer recreation program sponsored by the City of Greenville, South Carolina, this year included for the first time an educational component in a project which operated in ten locations throughout the city serving approximately two hundred pre-schoolers. The program's supervisor had attended a CES workshop conducted at nearby Furnam University and as a result, incorporated activities based on the curriculum goals of Sesame Street each day throughout the summer. The recreation program employed forty high school and college students many of whom plan to become teachers. Workshop training was conducted for staff and tutors on Sesame Street utilization techniques and CES supplemental print materials were explained and distributed. In addition to the contact with the city's recreation dept., CES staff provided training and resource materials on Sesame Street and The Electric Company for teenage CETA employees working in a summer project operated at five community centers located in Greenville, each serving approximately one hundred pre-schoolers.

. The Electric Company was utilized as an educational component in the Boy's Club of Boston Shared Summer Program, which operated at three clubhouses in the Roxbury, South Boston and Chinatown sections of the city. Shared Summer, supported by a $5,000 grant from the Associated Foundation of Greater Boston, seeks to provide approximately one thousand five hundred children from inner-city neighborhoods with cultural enrichment

activities, social and ethnic integration and educational opportunities. The Electric Company was utilized in the organization's Reading Clubs conducted once a week at the three sites, each staffed by a supervisor and two teenage tutors. One hundred children were enrolled as club members. CES provided training sessions for Boy's club staff and Neighborhood Youth Corps teenage tutors on The Electric Company curriculum goals and methods of creating entertaining reinforcement activities. Each tutor was required to obtain a library card before attending the training workshops. Tutorials to strengthen reading skills were conducted at the clubhouses, and children enrolled in the club were encouraged to watch the broadcast each day at home. The Electric Company cast photos and magazines were used as incentives to further stimulate interest in reading. The Boy's Club of Roxbury will continue conducting activities based on the use of The Electric Company during the remainder of the year, operating after-school sessions three times a week. Two college work-study students served as tutors with a maximum of ten children per session.

COLLEGES

CES, through its involvement with colleges and universities, seeks primarily to equip current and future educators with the basic knowledge required for effective use of CTW productions in learning situations. The following activities illustrate the above objective and additional ways in which the resources of these institutions are being used to further the utilization effort designed and conducted by CES in support of Sesame Street and The Electric Company.

. CES and South Carolina University's Department of Child Development are in the early project planning stages to provide training and other resources for an estimated five thousand public and private day care providers, Title XX providers and family and foster day care providers throughout the state. Contact with the University resulted from participation in a CES workshop conducted several years ago by a former day care director now working with the Department of Child Development.

Sesame Street may be used as a core unit of the project, both as an educational resource and a motivating factor. Major elements of the project, to be conducted over a two-year period, would include televised training sessions, spot promotional announcements and a series of on-site workshops.

To reach and facilitate initial training for large numbers of child care providers, several half-hour CES Sesame Street workshops would be taped by the University's Communications Department with consultation from CTW's production staff, and aired on the South Carolina ETV Network. Broadcasts of these workshops would be followed-up with a number of regional on-site sessions conducted at locations throughout the state near each of the University's eight campuses. Promotional spots would be produced and aired in advance to announce the utilization workshops and regional visits.

As an additional means of increasing the number of workshops which can be conducted in the community, a cadre of Title XX parent and teacher effectiveness trainers and child development

graduate students would be trained by CES in communicating Sesame Street utilization strategies to the providers.

CES supplemental print materials are being distributed through South Carolina University to participating centers in support of the effort.

An initial series of workshops was conducted in August at the University's main campus at Columbia for Title XX day-care staff on methods of utilizing the Sesame Street broadcast. These sessions were part of a summer seminar sponsored by the University designed to provide useful information for day care staff on a variety of child development topics.

The project in South Carolina is significant for these reasons. South Carolina University for the first time will be extending child development resources and information into the community and CES, working in cooperation with the University and ETV Network, will have the opportunity to reach and train thousands of day care providers in methods of utilizing Sesame Street throughout the entire state.

CES, in cooperation with staff and teachers of the State University of New York's Educational Opportunities Center Westchester Unit (EOC), is developing a project based on the use of TEC as a component in EOC operated adult education programs. TEC will be employed as a resource for teaching

remedial reading and literacy skills in basic education and community service classes and as a tool for reinforcing English language skills in ESL sections. A series of program planning meetings and training workshops have been scheduled. The project at EOC/Westchester will provide CES with a program model for TEC usage in adult education for use in approaching institutions and agencies offering similar instruction.

. At the request of Harrisburg Community College in Pennsylvania CES staff conducted a workshop training session for students majoring in broadcasting and education. The workshop provided instruction on the structure and curriculum goals of Sesame Street and The Electric Company and stressed the value of broadcast utilization in the classroom setting. Additional information presented to the students included Sesame Street bilingual bicultural aspects, its application with special needs children and the role of research in developing the series. Samples of supplemental print materials were explained and distributed to the students.

MIGRANT

CES migrant activities reflect an effort undertaken to broaden the educational opportunities for children, whose schooling is often interrupted, through the use of CTW productions and related supplemental materials in education programs designed around the migrant lifestyle. The following workshops were conducted to equip parents and teachers of migrant children with an understanding of the Sesame Street and The Electric Company curriculum and methods of reinforcement which can be conducted in conjunction or independent of broadcast viewing.

. CES staff conducted several workshops for teachers and parents from the Napa Valley Head Start, an agency located in the wine producing region of California, serving migrant children whose families work in surrounding grape vineyards. Workshops for teachers centered around the curriculum goals of Sesame Street and The Electric Company and methods of utilizing the shows as resources in head start and home day care facilities. Parents received information on Sesame Street and related supplemental materials and screened the CES training film "Sesame Street Is Everywhere". The parents, many of whom were familiar with Plaza Sesamo, are working to raise funds to purchase a television set so the children will be able to view Sesame Street on a regular basis. Plans are being made by CES and representatives of the Napa Valley Head Start to expand the utilization of CTW productions in this area and to explore funding sources for a possible mobile van project.

. Several meetings and planning sessions have been held by CES with representatives of the Arkansas Migrant Education Program. The program is divided into Regions I and II which cover fifty-five and thirty school districts respectively. Approximately nine thousand children are enrolled in the migrant education program.

CES staff participated in a series of reading workshops conducted in Bytheville, Marion and Pine Bluff, Arkansas for schools serviced by the Region I center. The CES workshop consisted of a description of The Electric Company and its curriculum goals, its application in the classroom setting and methods of conducting

related reinforcement activities. The Electric Company magazines and cast photos were distributed at the session.

A total of one hundred and forty teachers and teacher aides were reached in these workshops. Few schools in Arkansas are equipped with video capabilities and most teachers were unfamiliar with the broadcast. Several of the schools represented will apply for funds to purchase video equipment and many teachers indicated their plans to bring television sets to the classroom on their own. Much positive feedback was generated from the sessions and it is anticipated that similar workshops will be conducted for parents.

. As a result of participation in the annual conference of the New York State Migrant Council, CES was requested to conduct workshop sessions for staff, teachers, aides and parents associated with the Geneseo Migrant Center. The center at Geneseo was established to meet the physical, emotional, social and academic needs of migrant children, from infancy through fourteen years of age, whose families are employed predominantly at dairy farms in Geneseo and the surrounding communities. Each summer the center conducts a variety of educational programs including:

- Children's Demonstration School - designed to meet basic educational and emotional needs of children
- Migrant Aide Training Program - migrant workers receive several weeks of training as aides
- Tutorial Training Program - migrant trainees work with children in the demonstration school individually

Participants in the CES workshop included representatives from the Batavia Migrant Center, from the state migrant program in

Albany and from the Geneseo Center. The session focused on the educational curriculum of Sesame Street and The Electric Company and methods of utilizing the shows as resources in the classroom setting. Classrooms in Geneseo are equipped with televisions and Sesame Street is broadcast twice a day in the area. Representatives from Batavia requested assistance in securing a television set for classroom use and further information on training older brothers and sisters to work with younger children in the home.

BILINGUAL ACTIVITIES

An important concern of CES has been and continues to be extending the use of Sesame Street and The Electric Company as resources in programs serving Spanish-speaking children. In workshops designed for parents and teachers of these children, CES places particular emphasis on the value and relevance of the broadcasts in bilingual/bicultural programs, and utilizes training films and supplemental materials specifically designed to meet the needs of Spanish communities.

. James W. Fannin Elementary School is located in a low-income Spanish-speaking community in Dallas, Texas. Approximately 92% of its students are of Mexican-American descent. The school sponsors a Parent Awareness Program for bilingual parents of three elementary classes. The objectives of the program are to inform parents of what will be expected of their children in school, instruct parents on techniques they can use to continue their child's education in the home, and train parents to become effective teacher aides.

CES is participating in the Parent Awareness Program by providing workshop training on the use of CTW productions and related supplemental materials as resources in the classroom and at home. A series of evening meetings have been scheduled with parents to screen training films and learn how to use the Sesame Street magazine and CES print materials effectively in reinforcing basic educational concepts in the home.

. Several meetings have been held between CES staff and officials from the New York City Agency for Child Development to plan a series of activities involving bilingual parents of children in day care facilities in the metropolitan area. A workshop was held recently for approximately one hundred and twenty-five bilingual parents whose children attend day care in the Bronx.

The workshop included representation from five centers in the area and was designed to provide parents with an understanding of the Sesame Street program and methods of reinforcing its educational content with an emphasis on bilingual/bicultural goals. An evaluation session has been scheduled with staff members of the centers and A.C.D. representatives to discuss the initial workshop and to plan follow-up training for parents at each of the sites.

. CES staff participated in a community radio program, broadcast on KESS, the Spanish station for the Fort Worth/Dallas area in Texas. The discussion centered around the goals of Sesame Street and The Electric Company and was directed toward Spanish-speaking parents on methods of assisting their children learn basic skills in the home. Included in the presentation were suggested activities that parents or older brothers and sisters

could do with young children at home. The program generated positive feedback from the community and it is expected that follow-up programs will be scheduled.

OTHER SELECTED HIGHLIGHTS

- Planning meetings were held to discuss CES involvement in the "Adopt-a-School" project sponsored by the Dallas Chamber of Commerce in conjunction with the Dallas Independent School District. Under the program, various companies "adopt-a-school" and provide resources from the business community in helping to meet the needs of individual schools. CES will work with a Human Services Magnet High School which provides a course of study for students interested in the fields of child development and social service. The school operates kindergarten to third grade classes and a lab for pre-schoolers to provide "hands-on" experience for the students. CES will develop a project to incorporate utilization training on Sesame Street and The Electric Company as one component of the child development instruction received by the students.

- Training in the use of Sesame Street and The Electric Company was provided for a teacher and librarian who staff a classroom program for children hospitalized over long periods of time at the University of Mississippi Medical Center, in Jackson. The Center, which treats large numbers of disadvantaged children from the surrounding area, is a teaching facility for University Medical School students. The Electric Company will be used with older children to help maintain reading skills during their

hospital stay. Electric Company magazines and cast photos will be used as incentives. Younger children in the center will view Sesame Street each morning.

- A Sesame Street workshop was conducted by CES for seventy-five teachers and staff representing four head start programs located in the western region of Texas. The session emphasized bilingual/bicultural program goals since a large percentage of children attending the centers are Mexican-American. The CES training film "Sesame Street Is Everywhere" and a cassette of Sesame Street Spanish segments were screened for the participants. CES supplemental materials in English and Spanish were distributed.

- CES staff conducted an information workshop for fifty parents who are participants in a Parent Education Group sponsored by the YWCA of Los Angeles, California. The workshop was designed to provide parents with an understanding of the educational goals of Sesame Street and suggestions on methods of utilizing the show as a resource in the home. The CES training film "After the Show" was screened for the participants and related Sesame Street print materials were distributed.

CONFERENCES

CES disseminated information about CTW/CES at the conferences listed below during this quarter. In parallel with these activities, contacts were established with organizations, agencies and individuals

interested in the range of services provided by CES.

. Triennial Conference of Lutheran Church Women
  Washington, D.C.

. United Farm Workers of America
  Blythe, California

. Texas Center for Volunteer Action
  Austin, Texas

. Annual Conference of the American Correction Association and
  Correctional Education Association
  Houston, Texas

SUPPLEMENTAL MATERIALS DEVELOPMENT

CES national staff worked during the quarter on development and production of several new publications which will complement and reinforce the educational content of the Sesame Street broadcast. Attached is a description of several of these items as well as the first four issues of this year's redesigned Sesame Street Script Highlights.

SESAME STREET MUPPET GALLERY

SESAME STREET MUPPET GALLERY is a booklet about the Sesame Street Muppets explaining the ways in which they illustrate Sesame Street educational goals such as cooperation, resolving conflicts, entering social groups and emotions. The Muppet Gallery is designed to help parents, teachers and others working with children better understand and utilize the Sesame Street program. Included in the booklet are personality and physical descriptions of all the major Muppet characters, color photographs and "read-aloud" stories about each of the Muppets, and activity suggestions based on the Sesame Street curriculum.

SHARING THE STREET: ACTIVITIES FOR ALL CHILDREN

SHARING THE STREET: ACTIVITIES FOR ALL CHILDREN is a manual based on the Sesame Street curriculum containing activities for use by parents, teachers and others working with children with special needs and very young children. Suggested adaptations of all activities are included to allow full participation of children who are blind, deaf, mentally retarded and physically handicapped. The manual is fully illustrated and includes many Sesame Street characters and settings to stimulate involvement in the educational activities. A curriculum goal statement is included as an appendix to the manual.

SESAME STREET SCRIPT HIGHLIGHTS

SESAME STREET SCRIPT HIGHLIGHTS are weekly bulletins which enable parents, teachers and others working with children to review the content of each broadcast prior to its airing and plan related activities. Script Highlights are sent out on a monthly basis with the first of six packages mailed prior to the November premiere of each new Sesame Street season. Each Highlight package is comprised of several weekly bulletins which contain listings of each show's segments and their corresponding instructional goal, activity suggestions designed for anyone working with children with special needs and additional information about the Sesame Street program. A subscription to Sesame Street Script Highlights includes material covering a full year of shows.

PUBLIC AFFAIRS

During this period the Public Affairs Division launched the informational program for the 1977/78 broadcast season of Sesame Street and The Electric Company.

The division researched, wrote, edited, cleared and distributed the information kit for The Electric Company's seventh year on the air. This included summaries of the nationwide research by the Research Triangle Institute on in-school use of the reading series. Special photographs were mailed to television editors and the kit was distributed to the 272 public television stations and various television and magazine writers. The photographs especially received widespread use. Public Affairs also edited and distributed summaries of the 130 programs to public information and instructional television personnel at public stations.

Public Affairs administered coverage of the Sesame Street location-based programs on the island of Kauai in Hawaii, including research and interviews with participants on the programs and photographic coverage. This will be for the press kits as well as for special distribution timed around the broadcast dates of the Hawaiian segments in January, 1978. Public Affairs also performed liaison work with the Hawaiian press covering the production. Reportage for the new season informational materials also was undertaken in the New York studio in September, and with the research and outreach personnel in the Workshop

Public Affairs also coordinated an appearance of CTW President Joan Ganz Cooney before a national meeting of the state superintendents of schools and her presentation at the 15th anniversary of the Nashville public TV station.

The division responded to about 300 telephone and mail queries about CTW's educational programs during the quarter. There were also numerous press, academic and general public calls. News of the Hawaiian remote received attention in TV guide and both Sesame Street and The Electric Company were subjects of a major article in the national publication, Mainliner. In addition to working with the press on such articles, public affairs arranged for a unique photography session with Big Bird, called holography, which resulted in the character's appearance in a gallery exhibit of that new technology at New York's Museum of Holography.

NEW HIRES AND TERMINATIONS FOR SESAME STREET AND THE ELECTRIC COMPANY INCLUDES PRODUCTION, RESEARCH, PUBLIC AFFAIRS AND COMMUNITY EDUCATION SERVICES FOR THE PERIOD 7/01/77 TO 9/30/77

NEW HIRES

NAME	TITLE	DEPARTMENT	EFFECTIVE DATE
Blank, Laurie	Music Clerk	Music Operations	8/09/77
Camacho, Alexis	Exec. Secretary	Research	7/11/77
Gonzalez, Maureen	Secretary	Planning & Development	7/18/77
Katz, Barbara	Research Asst.	Research	8/02/77

TERMINATIONS

Fowles-Mates, Barbara	Director of Research (TEC)	Research-TEC	7/29/77
Fulton, Margaret	Production Asst.	Production-SS	7/25/77
Hunter, Ralph	Audiovisual Specialist	Technical Operations	8/05/77
Ritchie, John	Divisional Controller	Community Education Services	8/05/77

CHILDREN'S TELEVISION WORKSHOP
Summary Report on Product Activity
Pursuant to Article 18 (a) (ii) As in Effect Amended

In the quarter ending September 30, 1977, the CTW Products Group activities in product areas related to Sesame Street and The Electric Company included the following:

CTW Magazine Publishing

CTW continued to publish its two magazines, SESAME STREET MAGAZINE and THE ELECTRIC COMPANY MAGAZINE. The magazines were sold through subscriptions and, with Select Magazines, Inc. as our distributor, on newsstands. The summer special, September and October issues of SESAME STREET MAGAZINE and the August, September and October issues of THE ELECTRIC COMPANY MAGAZINE were published. These magazines have the same target audiences and curriculum goals as their respective shows.

THE ELECTRIC COMPANY GUIDE DITTO MASTER BOOK, an activity book for use by reading teachers in the classroom, began selling in September.

Domestic Licensing (including, for the most part, Canada)

In addition to agreements with Addison-Wesley, Guidance Associates, Milton Bradley and National Textbook for the production of various teaching aids designed exclusively for in-school use, CTW also had licenses in effect with others for educational toys, games, books and records, and ancillary products, as follows:

Licensee	Product
Addison-Wesley	supplementary reading materials for pre-reading and sentence comprehension
Bradley Time	watches, clocks

Burlington Domestics	bed linens, etc.
California Originals	cookie jars
Chatham Blanket	blankets
Collegeville Flag & Mfg.	costumes
Colorforms	games
Columbia Records	records
Demand Marketing	children's plate dishware
Distinguished Productions, Inc.	records
Fisher-Price	toys
Friends Industries	crafts
GHC Toy Company	hand puppets, toys
Gorham	figurines, cutlery and china
Grosset & Dunlap	books
Guidance Associates	filmstrips on reasoning, problem solving, emotions and interpersonal relationships
Ice Follies	live performance, related products
Jardine Matheson Ltd.	radios, phonographs, electronic blackboards
Knickerbocker Toy Co.	stuffed dolls, toys
Marvel Comics	comic book series specially designed for slow readers
Me-Books	books
Milton Bradley	puzzles, games, activity bulletin boards for in-school use exclusively
National Textbook	Spanish language arts program
Newsweek	filmstrips
Owens-Illinois (Lily)	paper cups, plates, etc.
Pak-Well	writing tablets

J.C. Penney	children's clothing
Peter Pan Industries	records
Random House	books
Simon & Schuster	books
Vanity Fair	radio, phonograph, calculator, walkie talkie, camera, cassette player
Vera	placemats
Western Publishing	books
Wilton Enterprise	children's kitchen toy sets

Foreign Licensing

CTW-licensed products similar to most of those mentioned above were available in one or more of the following areas:

Latin America, including Mexico

Europe, including Spain, Holland, Germany, Sweden, Ireland

Far East, including Japan, Australia, New Zealand

Africa and the Near-East

Other

In addition the Workshop during this quarter had contracts in effect with the Ice Follies and Judd Concert Bureau respectively for certain live ice-skating and symphony orchestra performances featuring SESAME STREET characters.

INTERNATIONAL

Foreign countries in which in the quarter ending September 30, 1977 SESAME STREET AND THE ELECTRIC COMPANY were broadcast in English and in which SESAME STREET was broadcast in one or more foreign language versions are:

	TEC	SS	Foreign Language SS
Algeria			X
Australia	X*	X	
Bahamas		X	
Belgium			X
Bermuda		X	
Brazil			X
Brunei		X	
Canada	X	X	X
Chile			X
Colombia			X
Costa Rica			X
Cuba	X*	X*	
Diego Garcia	X*		
Ecuador			X
France			X
Germany	X*	X*	X
Greece	X*		
Greenland	X*		
Guatemala			X
Haiti		X	
Holland			X
Hong Kong	X	X	
Iceland	X*	X*	
Ireland	X	X	
Italy	X*	X*	
Japan	X*	X	
Korea	X*	X*	
Liberia		X*	
Morocco	X*		X
New Zealand	X	X	
Nicaragua			X
Northern Ireland		X	
Panama	X*	X*	
Philippines	X	X	
Puerto Rico		X*	
St. Maarten	X	X	
Saudi Arabia		X	
Senegal			X
Sierra Leona	X		
Singapore	X	X	
Spain	X*		X
St. Kitts		X	
Tanzania		X	
Trinidad & Tobago		X	
Tunisia			X
Turkey	X*	X*	
United Kingdom	X	X	
Venezuela			X
Yugoslavia		X	
Zambia		X	

*Armed Forces Radio and Television Services

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY OR ORGANIZATIONAL ELEMENT: Department of Health, Education and Welfare, Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: Contract No. 300-77-0027

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

4. EMPLOYER IDENTIFICATION NO.: 13-2655731

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: N/A

6. FINAL REPORT: ☐ YES ☒ NO

7. BASIS OF REPORT: ☐ CASH ☒ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 1 1 76 TO Completion of Project

9. REPORT PERIOD (Month, Day, Year): FROM 7 1 77 TO 9 30 77

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) Sesame Street VIII	(2) The Electric Company VI	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	$ 5,051,500	$ 4,545,200					$ 9,596,700
b. Total program outlays this period	500,200	407,400					907,600
c. LESS: Program income credits	-	-					-
d. Net program outlays this period	500,200	407,400					907,600
e. Total program outlays to date	$ 5,551,700	$ 4,952,600					10,504,300
f. LESS: Non-Federal* share of program outlays							5,504,300
g. Total Federal* share of program outlays							5,000,000
h. Total unpaid obligations							-
i. LESS: Non-Federal share of unpaid obligations							-
j. Federal share of unpaid obligations							-
k. Total Federal* share of outlays and unpaid obligations							5,000,000
l. Total Federal funds authorized							$ 5,000,000
m. Unobligated balance of Federal funds							-

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
☐ PROVISIONAL ☐ FINAL
☐ PREDETERMINED ☐ FIXED N/A

b. RATE | c. BASE

d. TOTAL AMOUNT | e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)
* Contract

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: C.E. Harnett, Associate Director of Finance

TELEPHONE: AREA CODE 212 NUMBER 595-3456 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: C.E. Harnett

DATE REPORT IS SUBMITTED: November 10, 1977

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HEW-601T FINANCE - CEH-11/10/77

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: Department of Health, Education and Welfare, Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: Pending

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

4. EMPLOYER IDENTIFICATION NO.: 13-2655731

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: N/A

6. FINAL REPORT: ☐ YES ☒ NO

7. BASIS OF REPORT: ☐ CASH ☒ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 1 1 77 TO Completion of Project

9. REPORT PERIOD (Month, Day, Year): FROM 7 1 77 TO 9 30 77

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) Sesame Street IX	(2) The Electric Company	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	$ 299,000	$ -					$ 299,000
b. Total program outlays this period	1,538,600	52,800					1,591,400
c. LESS: Program income credits	-	-					-
d. Net program outlays this period	1,538,600	52,800					1,591,400
e. Total program outlays to date	1,837,600	52,800					1,890,400
f. LESS: Non-Federal share of program outlays	-	52,800					52,800
g. Total Federal share of program outlays	1,837,600	-					1,837,600
h. Total unpaid obligations	-	-					-
i. LESS: Non-Federal share of unpaid obligations	-	-					-
j. Federal share of unpaid obligations	-	-					-
k. Total Federal share of outlays and unpaid obligations	$ 1,837,600	$ -					$ 1,837,600
l. Total Federal funds authorized							
m. Unobligated balance of Federal funds							

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
☐ PROVISIONAL ☐ FINAL
☐ PREDETERMINED ☐ FIXED N/A

b. RATE:
c. BASE:
d. TOTAL AMOUNT: 39
e. FEDERAL SHARE:

12. REMARKS (Attach additional sheets if necessary)
* Contract

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: C.E. Harnett, Associate Director of Finance
TELEPHONE: AREA CODE 212 NUMBER 595-3456 EXT.
SIGNATURE OF AUTHORIZED OFFICIAL: C.E. Harnett
DATE REPORT IS SUBMITTED: November 10, 1977

HEW-601T
FINANCE - CEH - 11/10/77

THE ELECTRIC COMPANY -- PROGRAM DESCRIPTIONS

Children's Television Workshop
1 Lincoln Plaza
New York, New York 10023

THE ELECTRIC COMPANY -- SHOW #1A-5A (#521-525)

INITIAL BROADCAST DATE: October 17, 1977
LENGTH: 30 Minutes
COLOR OR B/W: Color

SHOW #1A: A new Short Circus, the teen rock group, increased audience involvement, and adventures and skits more adaptable to classroom use than ever before are just three of the many teaching approaches used as "The Electric Company" begins its fifth season teaching basic reading skills to second through fourth graders.

Easy Reader (Morgan Freeman) gives viewers a clue that enables them to help with a message that Fargo North, Decoder (Skip Hinnant) has to figure out on the "sw" consonant blend.

Spider-Man (Danny Seagren) is after Conk (Jim Boyd) and Bonk (Luis Avalos), professional lunch-stealers, in an adventure teaching today's sight word "and." "And" that's not all: a special play casts Paul the Gorilla (Jim Boyd) as King Howard the Hungry who can't decide whether to have peanut butter or jelly for his royal lunch.

The "ee" combination is celebrated in a variety of films, songs and cartoons.

SHOW #2A: Fargo North, Decoder (Skip Hinnant) tries to help two Boy Scouts (Luis Avalos and Jim Boyd) win merit badges in a quartet of sketches on the sound of "t."

Meanwhile, at the movies, it's Spider-Man (Danny Seagren) to the rescue when Judy Graubart is so engrossed in the film that she doesn't notice Dracula (Morgan Freeman) creeping up behind her!

The "oa" vowel combination is taught in a variety of skits and a special Letterman cartoon "The Sinking Coat."

(more)

Fargo North, Decoder (Skip Hinnant) introduces today's sight word "was."

This episode's A Very Short Book, "Sleeping Beauty," is dedicated to the "ing" word ending.

SHOW #3A: A "documentary" on the "gr" consonant blend casts Jim Boyd and Luis Avalos as battling cavemen.

J. Arthur Crank (Jim Boyd) has a hard time trying to explain the "ee" sound of the vowels "y." More on "y," as Judy Graubart and the Short Circus spoof commercials while plugging "Daffy Taffy," a new fun food.

Hattie Winston and the Short Circus introduce a new song, "Nitty Gritty," composed with double consonants in mind. The Giggle Goggle Girls (Rita Moreno and Judy Graubart) engage in a zany conversation teaching double consonants "dd" and "tt."

Film quickies highlight punctuation marks and exclamation points.

SHOW #4A: Wife Judy Graubart tries to convince husband Jim Boyd that she smells smoke in a sketch on the "sm" consonant blend.

June Angela demonstrates the "m" sound with the help of a giant peanut butter sandwich. Luis Avalos, Hattie Winston, Skip Hinnant and Morgan Freeman toss lettered frisbies to spell various "m" words like "mat," "met," "mop," "mom," and "mad."

Skip Hinnant sings a new song, "I Talk To.....," teaching today's sight word "to." More on "to," as poor Luis Avalos tries to remember his lines for a play but Judy Graubart keeps interrupting.

A range of films and cartoons celebrate the "ly" word ending and silent "e".

(more)

SHOW #5A: Skip Hinnant is a super salesman with clothes for small (Todd Graff) and tall (Morgan Freeman) people, but can he outfit Paul the Gorilla (Jim Boyd) in this sketch on the "all" combination?

That's not "all" as Spider-Man (Danny Seagren) finds himself up against the Wall (Jim Boyd), a meanie-type person.

Judy Gruabart plays a very elegant Victorian lady in love with a chimney sweep (Jim Boyd) in a musical lesson teaching the "ch" consonant blend.

The two sounds of "ie" find Jim Boyd first as a dog auditioning for booking agent Hattie Winston and then as Lieutenant Flapjack out to nab a pie thief.

- 0 -

THE ELECTRIC COMPANY -- PROGRAM DESCRIPTIONS

Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

THE ELECTRIC COMPANY -- SHOWS #6A-10A (#526-530)

INITIAL BROADCAST DATE: Ocotber 24, 1977
LENGTH: 30 Minutes
COLOR OR B/W: Color

SHOW #6A: Dr. Doolots (Luis Avalos) tries to get patient Jim Boyd to swallow a pill in a lesson on the sound of "p."

Poor Rita Moreno! Everywhere she goes, it rains on her in a special effects musical number teaching the "ai" vowel combination.

Skip Hinnant takes noisy neighbor Morgan Freeman to court in a case of "ed" word endings.

Today's sight word is "of."

SHOW #7A: Spider-Man (Danny Seagren) is after Silly Willy (Jim Boyd), a crook who catches his victims off guard by making them laugh in today's adventure on double consonants.

It's 1950's nostalgia time as the entire Electric Company cast gets together for a big musical number, "Sock Hop," dedicated to the short sound of "o." Would you believe Morgan Freeman as a harried businessman who relaxes by playing a wild game of hockey -- in the house!

The movie director (Rita Moreno) tries to get a Bogey-like Skip Hinnant to say "Drop it" in a skit teaching the "dr" consonant blend.

Today's A Very Short Book finds Rita Moreno playing Goldilocks in a special version of "The Three Bears" that teaches the proper use of quotation marks.

SHOW #8A: What do you think Paul the Gorilla (Jim Boyd) would pack for a picnic? Hint: it starts with "b."

Easy Reader (Morgan Freeman) tells viewers to watch for sight words "would," "should" and "could" and then introduces three vignettes: Could the little engine

(more)

(Hattie Winston) make it up the steep hill? Can the movie director (Rita Moreno) get Judy Graubart to say "You should!" What would you do if you were Morgan or Judy trying to play checkers and Luis Avalos kept telling you where you could move?

Spider-Man (Danny Seagren) is interviewed by vain newscaster Fred Baxter (Jim Boyd) in a lesson on "n" apostrophe "t." Other "n't" words taught on this show include: "wouldn't," "couldn't," "can't" and "don't."

Cowpoke Skip Hinnant sings the praises of his horse, "Broken Down Bronco Bruce," a number composed with the "br" consonant blend in mind.

A range of quickie films and skits highlight silent "e" as in "kite" and "bite."

SHOW #9A: Lieut. Claptrap (Jim Boyd) asks what, where, when and why after a thief robs the police locker room in a sketch on the "wh" consonant blend.

Paul the Gorilla (Jim Boyd) scares himself silly reading a book entitled "Fear," in a lesson on the "ea" vowel combination.

Donald Mouse (Skip Hinnant) and Daisy Mouse (Rita Moreno) get a very strange package in the mail in a skit that encourages viewers to read an important message along with our big-eared friends.

Today's Spidey adventure finds the web-slinger matching wits with the evil Mr. Measles (Skip Hinnant) who's out to cover the globe with dreaded spots!

The "ing" combination is taught in songs and skits.

SHOW #10A: Morgan Freeman tries to return a huge TV set in a skit on today's sight word "if."

Cowboy Skip Hinnant tries to get little girl (Rita Moreno) not to point and lives to regret it in a musical lesson on the "oi" vowel combination.

With some help from jumbo cue cards, Judy Graubart, Skip Hinnant, Hattie Winston, Rejane Magloire and Rodney Lewis give viewers a punctuation lesson on periods, exclamation points and question marks.

(more)

3/ THE ELECTRIC COMPANY -- PROGRAM DESCRIPTIONS

Spider-Man (Danny Seagren) tries to stop the evil Dr. Fly (Luis Avalos) from turning everyone into insects in this adventure on the "fl" consonant blend.

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MAINLINER
UNITED AIRLINES
MAGAZINE
OCTOBER 1977

BEYOND SESAME STREET

IS TELEVISION THE TEACHER OF THE FUTURE?

by Phil Patton

Big Bird, the most famous character on "Sesame Street," was born one day in 1968 during the planning sessions for the show. The producers were sitting around, brainstorming, when someone brought up the joke about the five-hundred-pound canary:

Q.: What does a five-hundred-pound canary say?

A.: (basso profundo) TWEET!!!

Today, the huge yellow creature is world famous. He has lent his name to one of the country's leading sports personalities, Detroit Tiger pitcher Mark "The Bird" Fidrych, and "Sesame Street" has taken him to children in over fifty countries around the world. Brought to the remote fastnesses of Jamaica's Blue Mountains on videotape, the show became the first television program children there had ever seen. Now over 90 percent of inner-city households in New York and Chicago regularly tune in the Bird and friends, and United States Commissioner of Education Terrel H. Bell has called the show "one of the best things the Office of Education ever invested in." Bell's enthusiasm is understandable: viewers' tested improvement in such basic skills as letter recognition, association of sounds and letters, and sorting of geometric forms has been impressive; the cost of the show has been estimated at about one cent per child per hour.

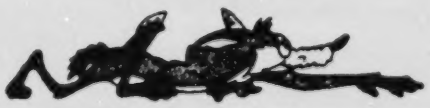
"Sesame Street" was the big breakthrough for educational television. Like the five-hundred-pound canary, it was a heavyweight, which for the first time made public TV competitive in attractiveness and impact with commercial TV. But it was also only a beginning, a way, as its name suggests, to open doors but not to venture inside. Beyond "Sesame Street" we find "The Electric Company," a sequel produced by the Children's Television Workshop (CTW) at the request of the U.S. Office of Education as part of its universal literacy program, as well as "ZOOM," a show of games and activities designed by kids themselves; "Mister Roger's Neighborhood," an exploration of topics in the everyday world; and, in cities with large Hispanic populations, the bilingual "Villa Alegre" and "Carrascolendas." CTW also plans to venture into prime time this season with a series on health care for children and a series about several nineteenth-century American familes.

One effect of the success of "Sesame Street" was to prod commercial networks into providing more educational programming. While many similar programs rushed onto the air were soon canceled, recent encyclicals from the FCC have required the networks to expand their programming for children—and a number of the recent programs have been excellent. Among those cited by the advocacy organization Action For Children's Television have been CBS's "In the News," a series of three-minute shorts on current events; ABC's "Afterschool Specials" and "Multiplication Rock," an attempt to make math fun; and NBC's "Go-USA," an exploration of famous American places.

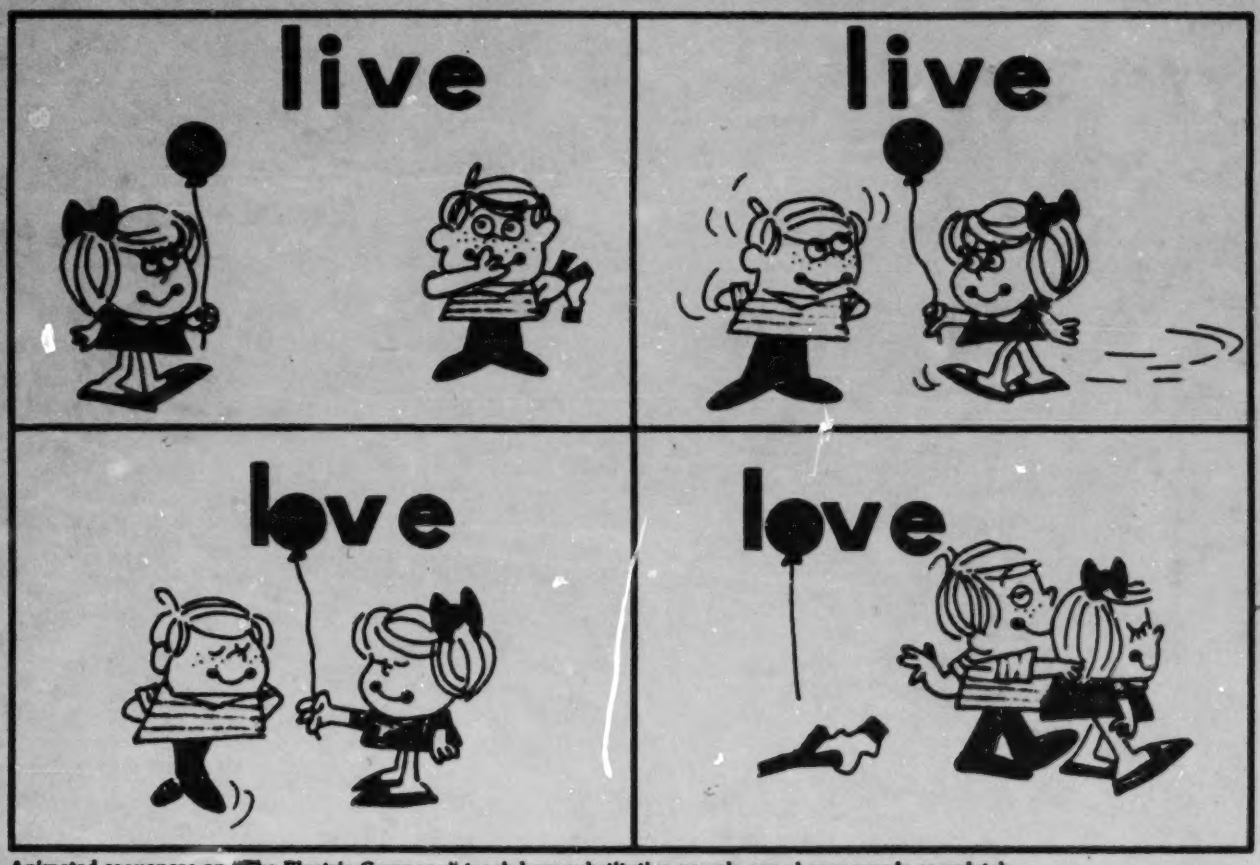
Compared with Saturday morning cartoons or police shows, however, the network educational shows are not commercial winners. There is little reason, aside from public relations advantages and government interference, for the networks to get very involved in producing educational TV. So the same government and foundation funding that created "Sesame Street" is likely to be the mainstay of future educational shows as well.

Many questions of technology, approach, and content attend the future of educational television, but whether or not television *can* teach is not one of them. Few would dispute the potential teaching power of television in a country where there are more TV sets than bathtubs, where children spend more time in front of TV sets than they do in classrooms, and where the average TV set is turned on for six hours a day.

It is clear that television brings a vast amount of visual information into the American home and along with it a number of implicit lessons. Not only, as Marshall McLuhan



Phil Patton is staff writer for Mainliner Magazine.



Animated sequences on "The Electric Company" teach how substituting vowels can change words completely.

tells us, does television teach that the world is small and its celebrities the leading citizens of a global village, but also that things can be wrapped up and settled in the course of thirty or sixty minutes, that when things get boring we can change the channel. Many educators are worried about those implicit lessons. They're afraid that television induces short attention spans which plague children in school and make them expect life to be continuous entertainment.

One particularly sharp attack along this theme was launched recently by author Marie Winn, whose book *The Plug-in Drug* contends that whatever the content of the programming, television is bad for children. Television, Winn asserts, provides a false, alternative reality, like a drug, and interferes with the normal education kids receive from playing, reading, and interacting with peers and parents.

Television violence is most frequently cited by critics. Whether or not violence on TV teaches television watchers to be violent, it has been shown to teach them to think that the world around them is much more violent than in fact it is. Two professors at the University of Pennsylvania recently surveyed individuals' estimates of the frequency of various forms of crime and violence. The heavy television watchers consistently overestimated the likelihood that they would be murdered, raped, or robbed.

But some of television's seeming disadvantages can also be educational advantages. Educators at the Children's Television Workshop have noted what they inelegantly term the "nonpunitiveness" of television. Television makes no demands, asks no hard questions, does not discipline—and that can be a help in teaching children who may already be intimidated by teachers or parents. Television also has the advantage of having already captured children's interest. Research has shown that children even love commercials—often more than they like the programs themselves.

Joan Ganz Cooney, who is head of CTW and helped develop "Sesame Street," has noted that many of the techniques of commercial television are directly applicable to educational television. Some of the methods used on both "Sesame Street" and its successor, "The Electric Company," were drawn from commercials. Instead of selling a specific breakfast cereal, toy, or game, Cooney contends, TV could be used to "sell" a letter of the alphabet, a word, or a concept. On CTW's shows, skits, animations, songs, and jokes, which all move along at a rapid-fire pace, drill the child in letter recognition, word forms, or grammatical concepts. Variety is the spice of television's life, so a magazine format was adopted combining many different kinds of segments and a variety of ongoing characters rather than just one or two.

In addition, CTW's programs are created with the use of extensive market research techniques. These include a year or two of planning and continous feedback from test audiences. Problems can be eliminated and innovations tested before they ever reach the air. Even while the programs are being aired, questionnaires and observation of test audiences lead to continual revampment. "The Electric Company," for instance, had a character who parodied chef Julia Child. Adults found the segments with this character hilarious, but the reaction of the 7-10-year-olds—at whom the show is aimed—was found to be considerably cooler.

Researchers have even developed a way to find out what part of the screen children are watching at a given moment. A beam of light bounced off the cornea can show whether the child is following a word, a sight gag, or a character's facial expression. The results have revealed, for instance,

The Blue Beetle holds up two fellow characters, the double e's that create a long vowel sound in the middle of his name.

that words should be placed at the top rather than the bottom or middle of the screen to get prime attention.

"The Electric Company" started from research which found that children liked comic books, rock music, and take-offs of commercial shows they watched. While "Sesame Street" had focused on cognitive development—conceptualizing, logical reasoning, and problem-solving—"The Electric Company" was designed to teach reading and language skills.

The strategy of "The Electric Company" is to treat reading as "decoding" through such characters as "Easy Reader" and the word detective "Fargo North, Decoder." Elaborate graphics are used to manipulate words, breaking them into component sounds or pointing out clues to pronunciation, like the final "e." The words and letters become characters on their own, part of the action, by use of electronic devices that magically make letters appear, change, and disappear. The name of the show was derived from this technology for "electronically generated imagery."

Various celebrities have served as actors or narrators on the show. One of them, Rita Moreno of *Chicago* fame, has a child who was learning to read at about the time her mother appeared on the show. Moreno recalls her experience in one segment of the show: "I did one skit as 'Pandora, the Brat' that was marvelous. It was a skit to teach punctuation. The little girl is very tiny on the screen, and behind her are these huge letters that spell WOW. There's a period after the WOW. She does a very bad tap dance, and the voices say a very lethargic, 'wow.' She gets quite miffed so she does the dance fancier. Again the voices say droopy, 'wow.' She turns around and looks at the word and sees what the problem is. She kicks off the period, then brings in an exclamation mark and puts it after the word. She dances again, and this time she hears a rousing 'WOW!' What a graphic way to teach something! It's pure genius."

A recent addition to the show's format has been episodes from Stan Lee's "Spider Man" comic strip. Children are forced to read the words in speech balloons to find out what the superhero is up to. Children on the screen are seen going through the same reading and learning procedures as those at home. In addition, the crucial point that a person can be bidialectical (that is, speak both standard English and black English) or bilingual, is brought home by having actors shift from role to role. A black actor may play a lawyer in one sequence and a hip street character in the next, changing his language to fit the role. Teachers of Spanish and Oriental children have found this technique a confidence booster for their students because it makes the point that there is not one "right" way to talk but several ways, for different needs and environments.

Introduced in 1971, "The Electric Company" is now scheduled to be shown through 1980. Its annual budget of $5.5 million is provided by the U.S. Office of Education, member stations of the Public Broadcasting Service, the Corporation for Public Broadcasting, the Ford Foundation, and the Carnegie Corporation. Each year sees the production of 130 half-hour shows, created jointly by education experts and professional producers, most of whom began their careers in commercial television.

Crucial to the success of "The Electric Company" has been

its alliance with the classroom. About 70 percent of urban schools with television capabilities now tune in the program as part of the regular course work. Teacher guides and other supplementary classroom materials are provided by Addison-Wesley Publishing Company. The chief obstacles to even more extensive use remain the technical ones of outfitting classrooms with sets and finding appropriate stations.

While "The Electric Company" is an exceptionally successful program, some of its lessons have implications for all of educational television. For one thing, the show has established that reading can be taught visually, that television images and printed words are not irreconcilable enemies. Used in classrooms, the show supplements but does not attempt to replace conventional classroom teaching. Dr. Gerald Lesser, the Harvard psychologist who advises CTW, explains: "It's a little paradoxical, but nobody says you have to teach verbal skills by solely verbal means. The theory is to give the kids who don't make it one way, another way."

Second graders who watch "The Electric Company"—the group at whom the show is chiefly aimed—were found to gain nearly half a year of reading proficiency, measured against national averages. And, interestingly, librarians at schools which used "The Electric Company" found children checking out many more books. The implication is that watching television can encourage rather than compete with reading books.

The Electric Company Magazine, a spin-off from the show, now has some 250,000 readers, and *The Sesame Street Magazine* is the largest children's magazine in the country with a 480,000 circulation. The comic book *Spider Man Stories*, produced jointly by CTW and Marvel Comics in connection with "The Electric Company," is also a big seller; and *The Boston Globe* prints a weekly "Electric Company" comic strip for its very young readers.

Such so-called "tie-ins" have been familiar in commercial television for years. Programs like "Rich Man, Poor Man" or "Poldark" have managed to sell huge numbers of the books on which the shows were based, much as have movie tie-ins, like *Jaws* or *The Deep*. *Civilisation*, Sir Kenneth Clark's guided tour through art and culture, set a similar pattern for adult educational TV; and John Kenneth Galbraith has continued it into the realm of economics with his book/program *The Age of Uncertainty*.

Such adult educational shows have another application. Many community colleges now offer continuing education via television and mail, often for teachers who must have additional classwork to keep their certificates valid. Local institutions buy into materials linked with such national series as *The Age of Uncertainty*. Most of the television shows are scheduled for evenings or, in the case of local programming, for the early morning hours so that students who work can watch them. Test-like "surveys" are sent to individuals who have signed up for a series of programs. The surveys are taken by the student and corrected by the sponsoring institution, which also gives out bibliographies and other supporting materials.

The future of television teaching offers the prospect of more flexible versions of this system using videotape technology. Dr. Peter Goldmark (who as head of CBS laboratories helped develop the long-playing record, a highly sophisticated video cassette system, and the first practical color television) has created an educational system which, it is claimed, can create a college campus out of a suitcase-size piece of electronic hardware and hosts of home television sets.

The system stores up to thirty half-hour programs on a conventional sixty-minute videotape. These programs can be transmitted by broadcast or cable at a high rate of speed, recorded, and then played back at the normal rate. Several community colleges recently joined together in a program which uses this system to teach child development, consumerism, health sciences, business, math, and world cultures. The programs will be fed to local "learning centers" which need be no more than a room big enough to hold the class and a television set.

Cable TV systems are growing, videocassette systems are becoming more widely available, and video disc systems soon to be introduced can play an entire television program from a record the size of a current LP. The impact of all this new technology, however, remains largely theoretical. Education may eventually use a library of recorded class segments on cassette or disc, but it would be foolish to predict the demise of schools or teachers in favor of electronics.

In order to determine the direction the new technology will take, President Carter and the Carnegie Corporation recently announced the formation of a commission to study the public television implications of cassette and disc. The commission is headed by William McGill, president of Columbia University, and includes Bill Moyers, Alex Haley, John Gardner, and others. In 1967 a similar study led to the formation of the Corporation for Public Broadcasting, which now funds much of public television. The current commission is likely to be just as important in putting "the new television" to work.

Potentially, the disc or cassette systems could make educational TV cheaper and provide limitless programming time. Freed from the constraints of limited channels for broadcast, television may be able to offer something educational for almost everyone: woodworking courses for the home carpenter, algebra for the teenager, needlepoint for grandmothers, tax law for businesspersons.

The key variable is a familiar one—cash. Public television, whether conceived as a broadcast service or an extension of public libraries, is still a relatively new concept in this country. U.S. expenditures for public TV are quite small when compared to those of European countries. To raise more funds for educational television, some have suggested levying a tax on TV sets, as England does to support the BBC. The problem is how to obtain government funding without government control or censorship.

It will take intensive research and experimentation to produce the best educational programming; the financial commitment is a serious one. In 1927, Philo T. Farnsworth, the boy inventor from Rigby, Idaho, who perfected television, carried out his first test transmissions. The image he chose for those early experiments was the dollar sign. Today, the symbolic lesson of that first, ghostly image is one that haunts the future of educational TV. ■

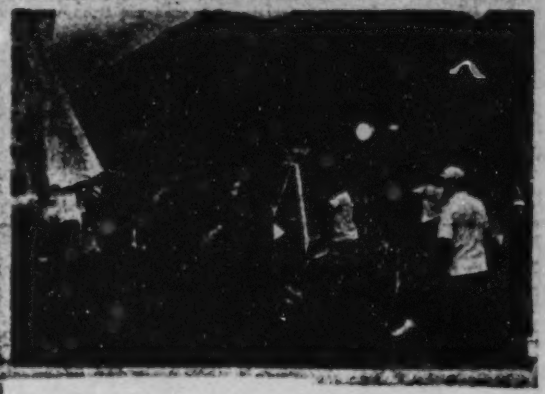
The Garden Island

ESTABLISHED 1904. VOL. 74 NO. [illegible] LIHUE, KAUAI, HAWAII

MONDAY, AUGUST 1, 1977 PER COPY 20¢

With Big Bird & friends on Kauai . . .

RIGHT - CAST AND CREW . . . of Sesame Street observe as Big Bird befriends an affectionate horse in singer Buffy Sainte-Marie's Kapahi pasture. The Sesame Street crew is on the island taping a series of episodes for their coming season. Honolulu entertainers Keola and Kapono Beamer, and the Sons of Hawaii are participating in the shows, which will be broadcast in Hawaii Jan. 23-27.



"I'M COMING, I'M COMING . . ." Big Bird calls as he emerges from the camp teepee with a wagon of cabbages for his friend Mr. Snuffleupagus. Buffy's husband Sheldon Wolfchild extinguishes the fire in the foreground. Big Bird, who is played by puppeteer Carrott Sainney, was invited to Hawaii by Buffy last year, after she had visited the Sesame Street community in New York with her new-born son Cody.

THE WAITS BETWEEN TAKES . . . are made considerably more enjoyable with the musical flair of Buffy Sainte-Marie, but sometimes it takes a while for Sonia Manzano, who plays Maria in the series, to get into the swing of things.

Sesame Street filming here

Filming for the very popular children's television program, "Sesame Street," began on Kauai today and will continue through August 2.

According to Gail Miyasaki of Hawaii Public Television, Kauai was chosen as the location for the taping of five special programs, because of resident and well known folk singer, Buffy Ste. Marie.

Buffy has appeared as a guest on the show numerous times and encouraged the producers to use the Garden Island for filming.

The programs taped here will be shown, back-to-back, on KHET-TV channel 11, early in [illegible]

[illegible] Hawaii Senator will be involved with "Sesame Street," when the KTV favorite [illegible] a series of programs with Big Bird and the entire Sesame family. "I've been chatting with Sam Pollin, musical director of the show, and the thing is very—as we say in Hawaiian—ole ole. 'We'll put our feet on hand for Sesame Street, and I'll have some guest on it. I may play some of the family songs like 'Paper Airplanes,' and educational ones like the Hawaiian Alphabet Song.'" Plans call for footage from Kauai, where Buffy Ste. Marie also will be involved, along with her son, Starblanket. "We're going to have to give him a Hawaiian name," Senator [illegible]

Senator

"We're going to

The Honolulu Advertiser
D. 70,126

[illegible] Hawaii and Kapaau Beamer, involved in "Sesame Street" filming on Kauai, return to their regular show schedule Friday night at the Oceanic Floating Restaurant's Konjaku Room. . .

Ste. Marie

[illegible] Marie, who owns a house on Kauai and lives there part of the time, will play [illegible] this week in a film crew from "Sesame Street" which will film five programs there beginning Tuesday. All the regular characters in the series will be on hand, along with Buffy. The programs won't be in [illegible] city, however, until early in 1971.

Aloha! Today Is Yesterday July 28, 1977

The Honolulu Advertiser

Imagine! Sesame's Snuffy is on Kauai

By JAN THORNE/SCRIPPS-HOWARD
Advertiser Staff Writer

HANALEI, Kauai — The net fell free, the helicopter pulled away and the Snuffle-Upagus shook himself before jauntily marching across the green.

The great creature's eyes rolled from side to side, and his snuffle snaked like an elephant's trunk. He muttered a bit in his deep, deep voice and began his search for Big Bird.

A few dozen people watched, there on the Kauai Surf Hotel golf course, next to the ocean, as the prehistoric fantasy beast made his arrival on the Garden Island.

Adults smiled, children giggled or stared in awe, the sun was bright in the sky over Hanalei Bay, a brisk breeze fanned the palm fronds.

Members of the film crew were hard at work, recording Snuffy's every move.

The Snuffle-Upagus is a creature of the imagination, who can be found visiting Sesame Street on public television. He is a creature who can be seen by children and by Big Bird, but who is invisible to adults.

However, since most of the adults at the grand arrival yesterday were kids at heart, they could see him perfectly well.

Snuffy actually wasn't supposed to be on Kauai. The rest of the Sesame Street cast came to visit Hawaii. Snuffy wasn't invited, but he got lonely for Big Bird and hitched a ride on the net hanging under Frank Boyden's helicopter.

Or at least that's the story we will find when the children of America see the Sesame Street episodes on Hawaii next January.

Actually, it took hours of setting up yesterday morning. The first shots were those of Snuffy having landed, because there was a danger he might be discovered in flight. The actual flight was shot out, and happily, he came through with flying colors — his yellows and blues and oranges all brilliant.

The idea for Snuffy & Co.'s Sesame Street shows on Kauai came about months ago when street regular Buffy St. Marie, who lives on Kauai, suggested the show shoot in Hawaii. It took a while, but this week the show arrived.

There are the Snuffle-Upagus, Big Bird, Buffy St. Marie, Mr. Hooper, Maria and the rest of the cast. They've been shooting all week and are to finish Tuesday.

A number of themes will result from the Hawaii trip. Snuffy and Big Bird will discover "Mount Snuffle-Upagus," a mountain feature on the north shore of Kauai that looks like old Snuffy. In legend created for the show, the mountain is really a Snuffle-Upagus that continues every 100 years.

Some themes were shot at the Samoan Mahalki home in Kauai, and will depict a Hawaiian family. Wanda Sanner and her sons, Kealo and Kapoa, will sing and teach counting in English and Hawaiian. There will be scenes showing preparation for a luau and an actual luau.

And there will be more.

But yesterday was the day of the Snuffle-Upagus.

It's quite something — and something that doesn't happen every day — to see a Snuffle-Upagus fly in a net under a helicopter, and to see a Snuffle-Upagus shake himself, and scatter, and roll his eyes, and tromp across the golf course.

And if it was quite something for a grownup, just imagine what a something it would have been for a child.

The children's eyes were almost as the big, big eyes of a full-grown Snuffle-Upagus. And that's big, indeed.

Snuffle Upagus does his stuff before the cameras on Kauai.

SEP 22 1977

The Newark Star Ledger, Sept 22, 1977

"Sesame Street" characters Harry Calhoun, Alaina Reed, Sonia Manzano, Will Lee and Bob McGrath, at Newark International Airport, were greeted

Director Matthew Brown talks with fellow "Sesame Street" Cherie for Big Bird during break in filming

Sesame cast wings to isles on a 'big bird'

By TED SHERMAN

Big Bird looked decidedly at the huge jet parked on the concrete apron at Gate 21 at Newark Airport. Looking at its own feathers and the shedding its head, the eight-foot tall bird slowly walked away, convinced the airplane would never get off the ground.

Oscar the Grouch didn't even want to get on board. His protests were ignored and, with his feet kicking, he was hoisted up the boarding stairs in his trash can.

Stella Dallas, though, entered the plane ordinarily and even left on the runway on the cool from television's children's show "Sesame Street" left for Hawaii to visit helicopter Sally K. Ride.

The brief sequences took a whole day to shoot on a cloudy, overcast day at the United Airlines terminal at Newark Airport.

• • •

The scenes will air Jan. 15, 1978, to start a week of "Sesame Street in Hawaii." The shows in Hawaii have already been taped and will be shown in proper order in January.

Filming at Newark Airport began at 8:30 a.m. Production personnel and camera crews started arriving early with equipment and props, gathering around a parked 707 jetliner that was loaned for Oscar's first adventure. United Airlines donated the use of the facilities but filming had to be completed in three hrs for the jet to leave.

Overseeing the production was executive producer and director Jon Stone, who hobbled around on an injured foot while setting up camera positions.

• • •

With a pencil held in the holes of his curly beard, Stone stopped suddenly when a 707 jumbo jet parked in the distance began moving onto a taxiway from the terminal.

"Darn!" he said. "They're taking away my background."

Upstairs at the departure gate, Carroll Spinney, the man inside of Big Bird, sat discussing the script with writer Jon Thurman, who would play the pilot in the sequence.

Stones called over that the bird would be needed in ten minutes.

Spinney got up. "Time to get into the turkey," he said.

• • •

It's no easy thing to do. The orange legs with built-in shoe lifts are pulled on and zipped. A substantial inlet-size sweater in a chest harness goes around his neck so he can see what is going on outside while inside. Then the whole bird body goes on and is pulled down over his round arms.

"There are problems with it," admitted puppeteer Spinney between takes. "I've had moments that still beat my senses. I've done it in Ozone and it was like working in a wet sauna — you could constantly wring the bird out."

Spinney, 47, began working with puppets when he was eight. He has been Big Bird since the show first went on the air nine years ago after Muppet creator Jim Henson saw him doing a puppet show.

• • •

The Big Bird character was counterpoised by Kermit Love, who was on location with the rest of the production crew to take care of the bird and other puppets being used.

"The feathers of Big Bird are domestic turkey, said Love, dyed bright yellow. There's also a touch of ostrich in its tail. One must never call it a bird suit. "It's a support," said Love. Grooping a cast head, he explained, "this is a suit."

The Hawaii story begins when Big Bird decides he wants to visit Sally K. Ride at her home on Kauai island in Hawaii, said producer Dulcy Singer.

• • •

The Sesame Street characters raise money for the trip by holding a street fair and Big Bird gets his fare paid after he goes on a quiz show and wins a trip for two to Hawaii. The bird decides to bring along Snuffle-Upagus (Fur those not in the know, only Big Bird and children can see Snuffle-Upagus.) The poor hound gets left behind but the producers assured everyone it would make it to the wall somehow.

Shooting at Newark Airport was interrupted frequently during the day as a slight drizzle came and went over at times. Like the grounds crew at Shea Stadium, the production people would quickly spread plastic over lights and cameras and set up again when the rain passed.

During one rain delay, director Stone stood under an overhang to rehearse road contractors on a scene. His explanation kept changed as he went through different parts.

Sesame Street's Bob Morin and Mr. Hooper later did it, pausing at the base of the boarding stairs to explain to a disconsolate Big Bird.

• • •

The night had bird came hopping up to join them in a separate shot, as did Oscar, the green, hairy character who lives in a garbage can.

Spinney also does the voice of Oscar and he sat off camera as Oscar was brought struggling on board the plane, his green feet kicking.

No longer Big Bird, Spinney's voice lowered to a growling, low rumble.

"I'd rue down. Who wants to go to Hawaii anyway," he ad-libbed while the cast raced through a brief run. Before they could shoot, however, rain began falling again and everyone rushed undercover.

"It's just a passing shower," said the director.

"And if I can help it," growled Oscar.

"Sesame Street's" Big Bird prepares to take morning leave of show entitled "Take Off for Hawaii"

PLAQUEMINE, LA.
POST
D. 3,880

OCT 6 1977

Outstanding children's TV

"The Electric Company," awarded its third Emmy this year by the National Academy of Television Arts and Sciences as the outstanding children's informational series on TV, opens its 1977-78 season on Monday, October 17.

'ELECTRIC COMPANY' DOUBLES...

The eight-member repertory cast of TV's "The Electric Company" presents an individual and collective image. The daily educational series enters its seventh season Monday, October 17, on the 272 stations of the Public Broadcasting Service. Company includes Rita Moreno as the movie director at the center and, clockwise from the top, Danny Seagren as Spider-Man; Skip Hinnant as Fargo North, Decoder; Hattie Winston as Valerie the Librarian; Judy Graubart as Jennifer of the Jungle; Jim Boyd as Paul the Gorilla; Luis Avalos as Iger; and Morgan Freeman as Easy Reader. The series, produced by the Children's Television Workshop, teaches basic reading skills to seven-to-ten year olds.

The acclaimed public broadcasting series, designed to teach basic reading skills to elementary age youngsters, returns to the air buttressed not only with new honors but with news from a nationwide school survey showing that its classroom applications to teach basic reading skills continue at a high level.

The new study by the Research Triangle Institute (RTI) found a widespread use of the daily series among first graders in addition to the large audience of second through fourth grade students who were the show's original target audience.

Much in evidence in this year's 130 half-hour programs is "The Short Circus," the resident rock group, whose purpose is to motivate viewers to acquire reading skills. The popular superhero, Spider-Man, is also on hand to aid in the teaching process. He uses speech balloons to communicate, thereby providing viewers with a device with which they are familiar through comic books.

The Electric Company's repertory cast includes such familiar characters as Pandora (the Brat), Valerie the Librarian, Easy Reader, Dr. Desiots, Jennifer fo the Jungle and her sidekick Paul the Gorilla and Fargo North, Decoder.

The series' adult repertory cast members include Rita Moreno, Hattie Winston, Morgan Freeman, Luis Avalos, Judy Graubart, Jim Boyd and Skip Hinnant, each of whom plays several roles, and Danny Seagren as Spider-Man. Bill Cosby and Lee Chamberlain continue to be seen in segments created in previous seasons. Members of the Short Circus are June Angela, Rejane Magloire, Rodney Lewis, Janina Mathews and Todd Graff.

The Electric Company is seen in school by an estimated 2.75 million viewers. It is the most widely viewed in-school program in television history.

Early data on the new nationwide in-school survey undertaken by RTI show that 20.3 percent of the nation's schools are using the series for some students in grades one through six and that 22.5 percent of first graders are using it. While the older grade target audience has remained fairly stable, the unexpected first grade viewership shows an increase of 62 percent over a similar study done in 1972.

The Electric Company is funded by grants from the U.S. Office of Education, PBS member stations with the Corporation for Public Broadcasting, the Ford Foundation and the Carnegie Corporation.

REGISTER
POST-HERALD
SAT. 28,000

10.

OCT 22 1977

'Electric Company' Continues Widespread Use In Classrooms

A new survey of the nation's schools reveals that "The Electric Company" continues to enjoy widespread use. Initial results of the survey conducted during the 1976 - 77 school year by the Research Triangle Institute (RTI), report that the series' estimated in - school audience of 2.5 million has held up despite drops in elementary enrollment.

The daily series is produced by the Children's Television Workshop and is broadcast on the 272 stations of the Public Broadcasting Service. It was designed for seven - to - ten year olds who have difficulty reading and has the distinction of being the most widely viewed classroom series in the history of television.

The RTI survey is the third in a series of in - school studies carried out since the program first went on the air in 1971. One unexpected finding is that there is a substantial increase in The Electric Company use among first graders with 22.5 percent now viewing the series in school, an increase of 62 percent over 1972.

In the survey, 98 percent of the principals questioned said that the series was equally useful for all types of students. Dr. Edward L. Palmer, CTW vice president for research, calls this "a remarkable vote of confidence in the series." On the other hand, fewer than one percent of the principals questioned said that the series was not very useful for any type of student.

The survey looked at schools that took part in the initial school survey in 1972. This number includes many schools that do not have the technical ability to use the program and does not include schools that have opened since 1976. The RTI data indicates that 29.3 percent of all U.S. schools surveyed use the series for some children in grades one through six.

Dr. Palmer points out that although the school population has decreased since 1972, the series is still holding its own in terms of total in - school audience. He adds that the percentage of schools using the program increases to 57.4 when only one with the technical ability to receive the series are considered.

While the level of usage is down in grades four, five and six, Dr. Palmer says this is not surprising, since usage is up in the early grades and the series is intended for younger children in lower grades. In addition, most of the pupils in those upper elementary grades had probably already viewed the series in earlier grades.

At the same time, the latest at - home viewing figures from A.C. Nielsen show that the series is gaining a large audience among preschoolers. Some 54.5 per cent of households with children under 6 years viewed The Electric Company during a six - week period. In households with children ages 6 to 11, 42.8 percent tuned in.

LAS VEGAS, NEV.
REVIEW-JOURNAL
D. 55,122 SUN. 72,457

OCT 16 1977

—'Electric Company' opens— its new season Monday

"The Electric Company," awarded its third Emmy this year by the National Academy of Television Arts and Sciences as the outstanding children's informational series on TV, opens its new season Monday, on TV-10 (Mon. thru Fri., 4:30 p.m.).

The acclaimed public broadcasting series, designed to teach basic reading skills to elementary age youngsters, returns to the air buttressed not only with new honors but with news from a nationwide school survey showing that its classroom applications to teach basic skills continue at a high level.

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The Electric Company is seen in school by an estimated 2.75 million viewers. It is the most widely viewed in-school program in television history.

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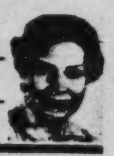
SPIDER-MAN
—TV-10 'professor'

St. Petersburg Times
ST. PETERSBURG, FLA.
OCT 19 1977

Electric Company: 7 years, 3 Emmies, big audience

ON TELEVISION
JUDY SEDGEMAN



This week, *The Electric Company* plugged into children's reading problems — and into its seventh season on public television.

It brought with it three Emmy awards, Neilsen figures showing more than 50 per cent of households with children under 6 are turned on to it and reports from schools around the nation that it seems to be getting results.

The Electric Company is a Children's Television Workshop (CTW, the *Sesame Street* people) production seen locally on WEDU, Ch. 3, at 5:30 p.m. It has, like *Sesame Street*, spawned a burgeoning business in educational and quasi-educational consumer items. There's an *Electric Company Magazine*, which CTW says has a regular circulation of 300,000. There are reading books, slates, game books, activity books and even T-shirts.

YOUNGSTERS ARE clamoring for *The Electric Company's* Spider Man just as loudly as they do for *Sesame Street's* cookie monster. And youngsters are switching to *The Electric Company* at younger and younger ages. The show is targeted for the older brothers and sisters of the preschool *Sesame Street* crowd — children 7 to 10 years old — but many of the little ones are watching it. CTW this year will study the effectiveness of the show for younger age groups.

It's an interesting phenomenon that children are becoming increasingly excited by television shows aimed at their educational development now, when educators across the nation are bemoaning a general decrease in youngsters' enthusiasm for in-school instruction.

The fact is, the classroom teacher would have to become a comedian, a dramatic actor, an impressionist, a dancer, a singer and a variety of creatures — all in the space of a half-hour — to compete with the format of CTW shows.

UNDERSTANDING THAT children have short attention spans and are easily distracted from anything "hard" for them, the producers of *Sesame Street* and *The Electric Company* have adapted the old vaudeville "blackout" technique for fast-moving sequences stacked in random order to create a loud, bright, sensory bombardment.

The electronic classroom is great fun, but it can't happen in real life. No one would ever dare suggest that *Sesame Street* or *The Electric Company* are *mistakes*. They've increased the sophistication and knowledge of preschoolers and enhanced the precepts being taught in primary school.

But they may be creating false expectations in the minds of young children about what to expect from the learning process. There's just not that much pizzazz in the schoolhouse.

" " "

A NEW self-improvement fad?

Channel 8 News the other night showed film clips from a "Break the TV Habit" meeting in a Troy, N.Y. church. There were all sorts of sign-carrying children wandering about, protesting televised violence and sex.

The minister running the meeting loudly proclaimed, "I throw a few good scraps in the garbage, but I don't eat out of my garbage can."

The fervor of the crowd was at its height when the minister wrapped a small portable black and white television in a blanket, then lifted it high in the air, paused, and slammed it to the floor.

That wasn't enough. He then took a baseball bat to it, repeatedly bashing it.

The crowd cried out in ecstasy.

What was that about *television* violence?

" " "

AN OLD NAME back in the news is Marshall Cleaver, a Suncoast broadcaster for 20 years. Cleaver was dismissed from WLCY, Channel 10 in April, after a long term as coanchor of what was then called Eyewitness News. Now, after several months as a salesman for 97-WFLA radio, he's on the air again. He does the morning radio news.

The Speech Balloon, illustrated here by Spider-Man, is one of the reading experiences on 'The Electric Company,' Ch. 3.

"The Electric Company" Holds In-School Audience

Initial results of a new survey of the nation's schools show that "The Electric Company," the Emmy Award-winning educational television reading series, has held its estimated in-school audience of 2.5 million despite drops in elementary enrollment. The survey was conducted during the 1976-77 school year by the Research Triangle Institute (RTI).

ROLLING FORK, MISS.
DEER CREEK PILOT
w 1,877
OCT 13 1977

The series is produced by the Children's Television Workshop (CTW) and is designed for seven-to-ten-year-olds who have difficulty reading.

The RTI survey reports, however, that there is a substantial increase in "The Electric Company" use among first-graders with 22.5 percent now viewing the series in school, an increase of 62 percent over 1972.

"The Electric Company," awarded its third Emmy this year by the National Academy of Television Arts and Sciences as the outstanding children's informational series, opens its 1977—78 season on Mississippi ETV on Monday, October 17. Programs are seen daily at 10 a.m. and at 1:30 p.m.

After six years of programming, the series enters a repeat phase in which the past two seasons of programs-260 seperate half-hour episodes-will be aired at least through 1980 on the more than 270 Public Broadcasting Service (PBS) stations.

"The Electric Company's" repertory cast includes the characters Pandora the Brat, Valerie the Librarian (played by Hattie Winston of Greenville), Easy Reader, Dr. Doolots, Jennifer of the Jungle and her sidekick Paul the Gorilla and Fargo North, Decoder.

CTW's Community Education Services Division has established Reading Clubs in several cities that are designed to encourage youngsters to follow up program viewing with reading. To aid groups interested in establishing Reading Clubs, CES has prepared a kit with extensive instructions including a supervisor's guide, club leader manual and a stencil for T-shirts that any group can reproduce in quantity.

RACINE, WIS.
JOURNAL-TIMES
SUN. 39,000 M. 39,000

OCT 10 1977

Silent teacher

The role of each character on "The Electric Company" is to teach reading to young viewers and Silent Sam (Luis Avalos) is no different. Though he never says a word, Sam's lessons are easily understood, as he goes through his presentations in Chaplinesque form. The reading series, which won its third Emmy this year, returns to the Public Broadcasting Service's 272 stations next Monday.

LAKELAND, FLA.
LEDGER
D. 27,000

OCT 16 1977

Award-Winning 'Electric Company' Returns

"The Electric Company," awarded its third Emmy this year by the National Academy of Television Arts and Sciences as the outstanding children's informational series on TV, opens its 1977-78 season on Monday, at 5:30 p.m. on Channels 3 and 24.

The acclaimed public broadcasting series, designed to teach basic reading skills to elementary age youngsters, returns to the air buttressed not only with new honors but with news from a nationwide school survey showing that its classroom applications to teach basic reading skills continue at a high level.

The new study by the Research Triangle Institute (RTI) found a widespread use of the daily series among first graders in addition to the large audience of second through fourth grade students who were the show's original target audience.

After six years of successful programming the series enters a repeat phase in which the past two seasons of programs — 260 separate half-hour episodes — will be aired at least through 1980 on the more than 270 PBS stations. Most stations air the program twice each day and some repeat them again on weekends. These programs include the most effective entertainment and educational techniques designed for the series since it was created by the Children's Television Workshop in 1971.

Samuel Y. Gibbon Jr., executive producer, says that during this period researchers will monitor the series to see what happens to patterns of use. "They will also determine what effect repeating the programs will have on the educational effectiveness of the series," he says.

Much is evidence in this year's 130 half-hour program is "The Short Circuit," the resident rock group, whose purpose is to motivate viewers to acquire reading skills. The popular superhero, Spider-Man, is also on hand to aid in the teaching process. He uses speech balloons to communicate thereby providing viewers with a device with which they are familiar through comic books.

The Electric Company's repertory cast includes such familiar characters as Pandora (the Brat), Valerie the Librarian, Easy Reader, Dr. Doolots, Jennifer of the Jungle and her sidekick Paul the Gorilla and Fargo North, Decoder.

The series' adult repertory cast members include Rita Moreno, Hattie Winston, Morgan Freeman, Luis Avalos, Judy Graubart, Jim Boyd and Skip Hinnant, each of whom plays several roles, and Danny Seagren as Spider-Man. Bill Crosby and Lee Chamberlain continue to be seen in segments created in previous seasons. Members of the Short Circuit are June Angela, Rejane Magloire, Rodney Lewis, Janina Mathews and Todd Graff.

The Electric Company is seen in school by an estimated 2.75 million viewers. It is the most widely viewed in-school program in television history.

Early data on the new nationwide in-school survey undertaken by RTI show that 28.3 per cent of the nation's schools are using the series for some students in grades one through six and that 22.5 per cent of first graders are using it. While the older grade target audience has remained fairly stable, the unexpected first grade viewership shows an increase of 62 per cent over a similar study done in 1972.

The expanding audience among younger children is further indicated by the latest home viewing figures from A.C. Nielsen which show that 54.5 per cent of households with children under six years tuned in to the series during a six-week period last year. Among households with children six to eleven, 43.8 per cent were tuned to the program during the same period.

The Workshop's Unique Community Education Services Division continues to put its efforts into extending the reach of the series. CES has established Reading Clubs in several cities that are designed to encourage youngsters to follow up program viewing with reading.

In some instances, groups like the Boys Clubs of America have used the program as part of tutorial activity. The tutorial program, begun last year in Boston, has proved so successful that it has since extended to other parts of Massachusetts.

To aid groups interested in establishing Reading Clubs, CES has prepared a kit with extensive instructions including a supervisor's guide, club leader manual and a stencil for T-shirts that any group can reproduce in quantity.

The Electric Company Guide/Activity Book, aimed at teachers, has been revised to cover the programming through 1980. This revised edition includes a volume with 60 ditto masters, phonics-based activities, crossword puzzles and a number of other follow-up activities for viewers. In addition there is a 16-page handbook giving all the show listings.

The Workshop also publishes "The Electric Company Magazine" 10 times a year, which has a regular circulation over 300,000 copies per issue.

Other print products also extend the reach of the program beyond the television screen.

Characters from "The Electric Company," Paul the Gorilla (Jim Boyd) and Jennifer of the Jungle (Judy Graubart) are two of the popular performers in the show's current season which debuts Monday on PBS.

NEWS TRIBUNE-
MOUNTAIN ECHO
SATURDAY EDITION
OCT 8 1977

'ELECTRIC COMPANY' DOUBLES...The eight-member repertory cast of TV's "The Electric Company" presents an individual and collective image. The daily educational series enters its seventh season Monday, October 17—At 5:30 p.m. on WWVU-TV (Cable Channel 12). Company includes Rita Moreno as the movie director at the center, and clockwise from the top, Danny Seagren as Spider Man; Skip Hinnant as Fargo North, Decoder; Hattie Winston as Valerie the Librarian; Judy Graubart as Jennifer of the Jungle; Jim Boyd as Paul the Gorilla; Luis Avalos as Igor; and Morgan Freeman as Easy Reader.

Herald American
SYRACUSE, N.Y.
OCT 16 1977

Electric Company returns with re-runs

Electric Company returns for the season, but no new programming is to be presented on the PBS series.

After six years, the children's series enters into a phase where the past two seasons of shows are to be given encore telecasts. The 280 episodes are scheduled to continue through 1980.

Central New York's PBS station, WCNY-TV, carries Electric Company at 1:30 and 5:30 p.m. daily.

Third Emmy Given Show

"The Electric Company," awarded its third Emmy this year by the National Academy of Television Arts and Sciences as the outstanding children's informational series on TV, opens its 1977-78 season on Monday, October 17.

The acclaimed broadcasting series, designed to teach basic reading skills to elementary age youngsters, returns to the air buttressed not only with new honors but with news from a nationwide school survey showing that its classroom applications to teach basic reading skills continue at a high level.

The new study by the Research Triangle Institute (RTI) found a widespread use of the daily series among first graders in addition to the large audience of second through fourth-grade students who were the show's original target audience.

Outreach Efforts Are Extending Series' Use

The unique Community Education Services Division continues to put its efforts into extending the reach of the series. CES has established Reading Clubs in several cities that were designed to encourage youngsters to follow up program viewing with reading.

In some instances, groups like the Boys Clubs of America have used the program as part of tutorial activity. The tutorial program, begun last year in Boston, has proved so successful that it has since extended to other parts of Massachusetts.

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The series was created in 1971 by the Children's Television Workshop.

ine Workshop publishes "The Electric Company Magazine" ten times a year, which has a regular circulation over 300,000 copies per issue.

Other print products also extend the reach of the program beyond the television screen. Eight books and four "write-on" slates have been published this year by Grosslet & Dunlap, which also plans to issue two game books next year. Two volumes of "Easy Reader's Activity Book" are now in a second printing.

"The Electric Company" is the most widely viewed in-school program in television history, watched by an estimated 2.75 million viewers (in school).

Much in evidence in this year's 130 half-hour programs is "The Short Circus," the resident rock group, whose purpose is to motivate viewers to acquire reading skills. Members of the group are June Angela, Rejane Magloire, Rodney Lewis, Janina Mathews, and Todd Graff.

The popular super-hero, Spider-Man, is also on hand to aid in the teaching process. He uses speech balloons to communicate thereby providing viewers with a device with which they are familiar

Bill Cosby and Lee Chamberlain continue to be seen in segments created in previous seasons. After six years of successful programming the series enters a repeat phase in which the past two seasons of programs—280 episodes—will be aired at least through 1980. Samuel Y. Gibbon, Jr., executive producer, says that during this period researchers "will determine what effect repeating the programs will have on the educational effectiveness of the series."

Script Highlights
Issue No. One
November 28–December 2, 1977

About Sesame Street

SESAME STREET SCRIPT HIGHLIGHTS

Script Highlights have been prepared to aid you in taking full advantage of Sesame Street's educational curriculum. By using the Highlights you can scan several weeks of shows and plan related activities in advance.

There is an individual issue for each week of broadcasts containing listings of each day's program segments. The educational goal for each segment (such as NUMBER RECOGNITION) is indicated in capital letters and followed by a brief description of the content. These listings provide you with the opportunity to preview the goals presented on the broadcast and to plan activities which will reinforce the lessons of each Sesame Street program.

The letter and number of the day are printed on the top of each column and the program listings have been divided into four fifteen minute segments.

On the last page of each issue you will find the SPECIAL ACTIVITIES SECTION. The activities in this section are designed for children with special needs but can be used with all children.

We are interested in hearing about how you use these activities as well as any you may have developed, and would like you to share your ideas with us. Send them to: COMMUNITY EDUCATION SERVICES, Children's Television Workshop, One Lincoln Plaza, New York, New York 10023.

Nov. 28th Show #1056

THE LETTER H - THE NUMBER 2

SOUND IDENTIFICATION: Bob and his friends talk about the sounds made by the various instruments in a band
NUMBER RECOGNITION: 2
NUMBER/NUMERAL AGREEMENT: Items which can be found in pairs are found in a dollhouse
SOUND IDENTIFICATION: Several objects produce various sounds as a cat steps on each one of them
RHYMING WORDS: Kermit sings a song using words that rhyme
NUMBER/NUMERAL AGREEMENT: 2

COUNTING: Oscar uses ten unusual ingredients to make Grouch Chicken Soup
SETTLING A CONFLICT: A Muppet sings a song about why he prefers the country to the city
LETTER RECOGNITION AND LABELLING: "H" (3 segments)
SORTING BY CLASS: A cow is in a group of people. Even though the cow is different, it is told that it is still important
NATURAL ENVIRONMENT: Ostrich

LETTER RECOGNITION AND LABELLING: "H"
HEALTH PRACTICES/NUTRITION: Herry explains why apples are good to eat
LETTER RECOGNITION AND LABELLING: "H"
NATURAL ENVIRONMENT: Waterfowl
RELATIONAL CONCEPT: Around/Through
RELATIONAL CONCEPT: Around
ALPHABET: The alphabet is presented in sign language
MAN-MADE ENVIRONMENT: Chinese Noodles are made by an Oriental family
CULTURAL DIVERSITY: Olivia sings a song about children around the world and their different games, names and languages

IMAGINATION: Two boys try to figure out how two holes in the ground were made
NATURAL ENVIRONMENT: Sheepdog
WORD RECOGNITION: Sight word "ME" (3 segments)
ADDITION/SUBTRACTION: Two men join a woman on a trapeze
REASONING AND PROBLEM SOLVING: A little boy succeeds in drinking water from a tall fountain

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Nov. 29th Show #1057

THE LETTERS U AND C - THE NUMBER 7

COOPERATION: Big Bird and Snuffle-upagus wash dishes for David (Part 1)
NUMBER/NUMERAL AGREEMENT: 7
COOPERATION: David discovers that his dishes have been washed (Part 2)
COUNTING: 1 to 7
COOPERATION: David thanks Big Bird and Snuffle-upagus for washing the dishes (Part 3)
LETTER SOUNDS: "U" words
SETTLING A CONFLICT: Herry and Cookie Monster argue
LETTER RECOGNITION AND LABELLING: "U" (3 segments)
NATURAL ENVIRONMENT: Starfish
LETTER RECOGNITION AND LABELLING: "U"

HEALTH PRACTICES: Film about teeth
VISUAL MATCHING: A lollipop finds its place next to another lollipop
SORTING BY FUNCTION: Fireman and Policeman
WORD RECOGNITION: Spanish sight word "ENTRADA" (Entrance) (3 segments)
PUTTING SPEECH SOUNDS TOGETHER: A singer joins syllables to make complete words
BODY PARTS AND FUNCTION: Film about parts of the body

RELATIONAL CONCEPT In/Out - A man walks in and out of the word "IN"
RELATIONAL CONCEPT: In/Out (3 segments)
NATURAL ENVIRONMENT: Film about the process of gardening
USING GRADUALLY GIVEN CLUES: A boy wins a ride on a giraffe
USING GRADUALLY GIVEN CLUES: Olivia asks some children to guess what is in a box
LETTER SOUNDS: "C"
NATURAL ENVIRONMENT: Jack Rabbit
LETTER RECOGNITION: "C"

COMBINING OF SKILLS: A film about the process of making sweaters from sheep's wool
MEASUREMENT: Big Bird measures the distance between his nest and Mr. Hooper's door
CAREER AWARENESS: A cowboy is confused about the tasks involved in doing various jobs
REMEMBERING: Big Bird is in a hurry

Nov. 30th Show #1058

THE LETTERS L AND U - THE NUMBER 8

SELF IMAGE: Mr. Hooper stays young
WORD RECOGNITION: Open
COUNTING: Grover counts blocks
REASONING AND PROBLEM SOLVING: A girl anticipates what might happen if she dropped a ball
NATURAL ENVIRONMENT: Crocodiles
COUNTING: 1 to 10
GEOMETRIC FORMS: Shape recognition
CLASSIFICATION: Apples
PLAY TO GROW/MOTOR ACTIVITIES/PRIDE: Children decorate Big Bird's nest
LETTER LABELLING: "L"

CULTURAL DIVERSITY: Piñata party
LETTER RECOGNITION AND LABELLING: "L"
RELATIONAL CONCEPT: Through
LETTER RECOGNITION: "L"
IMAGINATION: Linda pantomines a game
LETTER RECOGNITION: "L" (Spanish)
LETTER SOUNDS: "L"
RELATIONAL CONVEPT: More/Less
IMAGINATION: A boy imagines a teacher telling a story
LETTER RECOGNITION AND LABELLING: The alphabet

RELATIONAL CONCEPT: More/Less
IMAGINATION: Big Bird pretends to be a teacher
PART/WHOLE RELATIONSHIP: A boy puts a cart together
PART/WHOLE RELATIONSHIP: A boy puts a cart together (Spanish)
NUMBER RECOGNITION: 8
NATURAL ENVIRONMENT: Ostriches
LETTER SOUNDS: The alphabet
RHYMING: Kermit writes a song
GEOMETRIC FORMS: Triangle

WORD RECOGNITION: "OPEN"
MISCELLANEOUS: Picture frames
DIFFERENT POINTS OF VIEW: Oscar sings about a swamp
IMAGINATION: A flea imagines that a dog's hair is a forest
COUNTING: Ernie counts cups and saucers
LETTER RECOGNITION: "U"
SELF IMAGE: A blind woman explains how she crosses a street
WORD RECOGNITION: "OPEN"
NUMBER MATCHING: 8
SELF IMAGE: Bob tells Mr. Hooper not to ride a motorcycle

Dec. 1st Show #1059

THE LETTERS J and L - THE NUMBER 9

HEALTH PRACTICES: The Count is exercising and distracts Maria from her studies
MAN-MADE ENVIRONMENT: One child spins the gym equipment in a playground
COOPERATION: Two men work together to push rocks up a hill
NUMBER RECOGNITION AND LABELLING: 9
PRIDE AND SELF WORTH: A little girl is happy to be herself
COUNTING: 1 to 9
LETTER LABELLING: "J"
LETTER RECOGNITION: "J"
LETTER LABELLING: "J"
LETTER RECOGNITION: "J" (The story of the letter "J")
RELATIONAL CONCEPT: Near/Far

REASONING AND PROBLEM SOLVING: Kermit helps the Pied Piper of Hamelin rid the town of rats
NATURAL ENVIRONMENT: The Woodpecker
WORD RECOGNITION: Sight phrase "WET PAINT"
COUNTING: Ernie demonstrates many of the things he can do with his fingers
RECOGNIZING SOUNDS: Different things make different sounds
LETTER LABELLING: "L"
PUTTING SPEECH SOUNDS TOGETHER: Susan has difficulty reading a note from Gordon because the paper has been torn

PRIDE/SELF AWARENESS: A young girl become the Empress of Japan
LETTER RECOGNIZING: "L"
CAREER AWARENESS: Lobster Fisherman
ALPHABET: Bill Cosby recites the alphabet
LETTER RECOGNITION: "J"
RELATIONAL CONCEPT: Near/Far
LETTER RECOGNITION: "J"
RELATIONAL CONCEPT: Close/Far

RECOGNIZING SOUNDS: A man orders his food at a restaurant in a unique way
SORTING: By activity - a standing bird is sorted out from a group of flying birds
MAN-MADE ENVIRONMENT: A little girl talks about her street
ADDITION: Guy Smiley hosts a quiz show about addition
NATURAL ENVIRONMENT: Ponies

Dec. 2nd Show #1060

THE LETTERS Q AND J - THE NUMBER 10

CHOOSING LIKELY EXPLANATIONS: Oscar tells a story about pieces of trash (Part 1)
LETTER RECOGNITION: "Q"
NATURAL ENVIRONMENT: Tiger
EMOTIONS: Ernie gives Bert a surprise party
CHOOSING LIKELY EXPLANATIONS: Oscar tells a story (Part 2)
REASONING AND PROBLEM SOLVING: A man figures out how to catch his cat
LETTER RECOGNITION AND LABELLING: "Q" (2 segments)
GEOMETRIC FORMS: Circles
SUBTRACTION: George Washington's father talks about his son chopping down cherry trees

GEOMETRIC FORMS: Circles
FINDING HIDDEN FIGURES: An elephant is hiding
ALPHABET: Ray Charles sings the alphabet
LETTER RECOGNITION: Alphabet
CHILD AND HIS POWERS: Children talk to each other in Spanish and English as they play ball in a field
SETTLING A CONFLICT: Two people share one piece of cake
DIFFERENT USES OF AN OBJECT: Pocket
WORD RECOGNITION: "SCHOOL" (2 segments)
COUNTING: 1 to 10
COUNTING FORWARD/BACKWARDS: 20 old cars are counted

LETTER RECOGNITION AND LABELLING: "Q" (2 segments)
NATURAL ENVIRONMENT: Wolves
GEOMETRIC SHAPES: Knights sit at a Round Table
LETTER RECOGNITION AND LABELLING: "J"
CULTURAL DIVERSITY: A film about Chinese New Year
LETTER RECOGNITION AND LABELING: "J"
RHYMING: The "AT" family
NATURAL ENVIRONMENT: Water

RELATIONAL CONCEPT: Next to (3 segments)
COUNTING: 1 to 10
TRIAL AND ERROR: Bert tries to find a place to keep his fish
COOPERATION: Two men exchange ideas

*Printing deadlines for **Sesame Street Script Highlights** precede the final editing of the programs. For that reason, an occasional segment listed may not be included or may appear in a different location in the broadcast.

Sesame Street Special Activities Section

This week's Special Activities Section will introduce:

- What it is
- Why we think it's important
- What you can expect in future weeks
- Tips for viewing Sesame Street this week

All children are special. And every child has special needs. These needs include everything from feeling insecure, having a difficult time learning to read, developmental needs such as mental retardation, or sensory deficits such as blindness or deafness.

Special needs mean that we - parents, teachers, caregivers - must work a little harder and be a little more creative so that each child can become whatever he can possibly be.

And that's why we've included a Special Activities Section. We believe that Sesame Street can be enjoyed by all children and teach them many important skills. And, we believe that both learning and fun can be enhanced if an adult actively participates with a child while watching the show So, each week we will give you suggestions to maximize the benefits of Sesame Street for children with special needs. These suggestions will take the form of:

1. Activities and games based on either individual segments, one show or many shows
2. Activities and games adapted to insure full participation of all children
3. Learning more about Sesame Street, its curriculum, special techniques, etc.
4. Different ways of using the Script Highlights
5. Different ways to use Sesame Street - emphasizing different skills, new twists, extension activities - and more.

Fun and learning can and do go together. Here are our tips for this week:

- A segment on Sesame Street can be used to teach many things. Depending on the needs of the children, concentrate on either the ACTION, CHARACTERS, SOUNDS, SIGHTS, MUSIC, BACKGROUND, EMOTIONS, DIFFERENCES AND SIMILARITIES, - or use your own ideas.

- This week on Sesame Street, you will see people with various abilities and limitations. The most important thing to remember is that each is important. You can help children to become aware of and understand others -- their feelings, self image and activities of daily living. Look at the following show and discuss with the children these persons in their unique situations. Refer to the Script Highlights of the day for the details about the show.

SHOW # 1058: Wednesday, November 30:

(1) Mr. Hopper is getting older and he experiments with long hair, riding a motorcycle, etc.
(2) Children with mental retardation play with everyone else on Sesame Street and decorate Big Bird's Nest.
(3) A woman who is blind explains to us how she crosses a street.
(4) Linda, our actress from the Little Theatre of the Deaf pantomimes a game. She is demonstrating an alternative way of communication.

Now - talk, dramatize, draw a picture, sing a song, tell a story - extend the use of Sesame Street!

Publication of Community Education Services, a Division of Children's Television Workshop, 1 Lincoln Plaza, New York, New York 10023

Script Highlights
Issue No. Two
December 5-9, 1977

About Sesame Street

COMING UP THIS SEASON

It's Sesame Street's ninth year and all your old friends will be back. You'll want to look for Bert's nephew Bart. He looks like Bert, but with red hair.

The Sesame Street goal of encouraging children in good health practices continues, providing information which emphasizes the importance of eating a variety of foods including fruits and vegetables. Also stressed is the value of thorough and regular teeth brushing, and daily exercise.

Increased emphasis will be placed on helping children learn the sounds of individual letters and how those sounds blend to make words. Children will be encouraged to see the relationship between the way the words are said and the way they "sound out" when written.

A new goal this season is PRE-SCIENCE SKILLS. Segments in this area will encourage children to examine and think about the world around them and help them to understand their environment.

Last season, when Buffy St. Marie had her baby Cody, Big Bird felt left out, the same way many youngsters feel when a new baby arrives. This season, Buffy and Cody return, and Big Bird discovers ways to deal with his feelings about baby Cody. Buffy too, will discover ways to help Big Bird cope with his feelings and will help him learn how to be a "big brother."

Dec. 5th Show #1061

THE LETTERS O AND Q - THE NUMBER 11

SELF AWARENESS: Susan and Big Bird sing about feeling shy
CHILD AND HIS POWERS: How the mind works
PART/WHOLE RELATIONSHIP: Humpty Dumpty is put together again
NUMBER MATCHING: 11
REASONING AND PROBLEM SOLVING: Two people in a dark room figure out how to turn on the lights
NUMBER/NUMERAL AGREEMENT: Song about numeral correspondence
LETTER LABELLING: "O"
MAN-MADE ENVIRONMENT: Tools
LETTER LABELLING: "Q"
MAN-MADE ENVIRONMENT: Tools

RELATIONAL CONCEPT: All/Some/None (2 segments)
WORD RECOGNITION: The sight word "Bus" (2 segments)
CHILD AND HIS WORLD: African children play with bone-like marbles
GEOMETRIC FORMS: Squares and triangles
CAREERS: Park Attendant and Garage Mechanic
NATURAL ENVIRONMENT: Chickens
NUMBER RECOGNITION: 11
WORD RECOGNITION: The sight phrase "DON'T WALK"
LETTER LABELLING: "O"

LETTER RECOGNITION AND LABELLING: "O"
LETTER RECOGNITION AND LABELLING: "O" (Spanish)
REASONING AND PROBLEM SOLVING: Judy Collins sings about common sense
LETTER RECOGNITION: "Q"
CAREER AWARENESS: Shoemaker
ROLES AND FUNCTION: Film about making bread
LETTER RECOGNITION: "Q"

RHYMING: Maria and the children supply rhyming words to complete Oscar's poems about noise
MAN-MADE ENVIRONMENT: Gordon cycles around the city and in the park
SETTLING A CONFLICT: A woman blocks Bert's and Ernie's view of a movie with her her big hat
NATURAL ENVIRONMENT: Green Tree Snake
CAREERS: Kermit calls a plumber to fix his broken faucet
LETTER RECOGNITION AND LABELLING: "O"

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Dec. 6th Show #1062

THE LETTERS Z and O - THE NUMBER 12

SOCIAL INTERACTION: Big Bird gives Mr. Hooper a present (Part 1)
LETTER LABELLING: "Z"
FINDING HIDDEN FIGURES: A boy plays hide and seek with three Z's
SOCIAL INTERACTION: Big Bird gives Mr. Hooper a present (Part 2)
LETTER RECOGNITION AND LABELLING: "Z"
ALPHABET: Letters on neighborhood signs
SOCIAL INTERACTION : Big Bird gives Mr. Hooper a present (Part 3)
WORD RECOGNITION: Sight word "STOP"
PUTTING SPEECH SOUNDS TOGETHER: Words that describe what you can do with a pet

SOCIAL INTERACTION: Big Bird gives Mr. Hooper a second present (Part 4)
COUNTING: Grover counts the passengers in an elevator
NUMBER/NUMERAL AGREEMENT: 12
NATURAL ENVIRONMENT: Pelicans
COUNTING: A Grocer counts 12 cans
MISCELLANEOUS: Steve Wonder sings a song
LETTER SOUNDS: "O"
BODY PARTS: Ears and feet (2 segments)

VISUAL MATCHING: Bert does not look like his portrait
MAN-MADE ENVIRONMENT: A girl uses a magnet to get her jack
ENTERING SOCIAL GROUPS: A child joins a group of children
MAN-MADE ENVIRONMENT: Children make a wagon
SORTING: By activity
BODY PARTS: The King's nose

HEALTH PRACTICE/NUTRITION: Big Bird tries an apple
RELATIONAL CONCEPT: On/Into/Under/Through/Around
RELATIONAL CONCEPT: Under/On (2 segments)
NATURAL ENVIRONMENT: Baby reindeer
COUNTING: Joe Namath passes on the count of three (Spanish)
DIFFERENT POINTS OF VIEW: A kitten keeps getting bigger
COUNTING: Joe Namath passes on the count of four (Spanish)
LETTER AND RECOGNITION AND LABELLING: "Z"
REASONING AND PROBLEM SOLVING: Ernie pays for his invisible ice cream with invisible money
LETTER RECOGNITION AND LABELLING "Z"

Dec. 7th Show #1063

THE LETTERS X and Z - THE NUMBER 2

LETTER LABELLING: "X"
LETTER RECOGNITION: "X" (2 segments)
PLAY TO GROW/MOTOR COORDINATION: Children help Big Bird feed his bird friends
PART/WHOLE RELATIONSHIP: Parts of a clown
LETTER RECOGNITION AND LABELLING: "X" (3 segments)
NATURAL ENVIRONMENT: Monkeys
REASONING AND PROBLEM SOLVING: Tweedle bugs try different ways of getting to the zoo
COUNTING FORWARDS/BACKWARDS: 1 to 10
COUNTING: The Count pretends to be asleep so he can count people as they tiptoe by

COUNTING FORWARDS/BACKWARDS: 1 to 10
BODY PARTS: Lily Tomlin leads a cheer about the parts of the body
PLANNING: A man tries to reach some apples
PLANNING: Ernie plans what he will do while his clothes are in the laundry
ENVIRONMENT: The city
TRIAL AND ERROR: Acrobats miss their target (Part 1)
NUMBER MATCHING: 2
NUMBER/NUMERAL AGREEMENT: 2
TRIAL AND ERROR: Acrobats miss their target (Part 2)
CULTURAL DIVERSITY: A Mexican fiesta
MEASUREMENT: Folding ruler
TRIAL AND ERROR: Acrobats miss their target (Part 3)

RELATIONAL CONCEPT: Beginning/Middle/End (2 segments)
NUMBER RECOGNITION: 2
BODY PARTS: Bert loses his nose
RELATIONAL CONCEPT: Beginning/End
ADDITION: The Count counts (2 segments)
MISCELLANEOUS: Song "Quiet Is"
LETTER RECOGNITION: "Z"
WORD RECOGNITION: Spanish sight word "Yo" (I)

WORD RECOGNITION: Spanish sight word "Yo" (I)
NATURAL ENVIRONMENT: Weaver Birds
COMBINING SKILLS: Cats discuss harmony
RHYMING: Don Music writes different versions of "Row, Row, Row Your Boat"
LETTER RECOGNITION: "Z"

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For that reason, an occasional segment listed may not be included or may appear in a different location in the broadcast.

Dec. 8th Show #1064

THE LETTERS B AND X - THE NUMBER 3

USING GRADUALLY GIVEN CLUES: Children try to guess what Linda is saying in sign language
LETTER RECOGNITION: "B"
USING GRADUALLY GIVEN CLUES: A cookie thief is described
LETTER RECOGNITION: "B"
MAN-MADE ENVIRONMENT: Ice Cream factory
LETTER RECOGNITION AND LABELLING: "B"
LETTER SOUNDS: Kermit talks about the sound of the letter "B"
RELATIONAL CONCEPT: Between
ADDITION: David adds pots and flowers

RELATIONAL CONCEPT: Between (2 segments)
LETTER SOUNDS: "B" words
NATURAL ENVIRONMENT: Dog herds cattle
NATURAL ENVIRONMENT/SIGNING: Bob and Timi sing "Butterfly" while Linda signs the song
LETTER LABELLILNG: "X"
WORD RECOGNITION: Sight word "DANGER" (2 segments)

USING GRADUALLY GIVEN CLUES/SIGNING: Children guess what Linda says in sign language (fish)
NATURAL ENVIRONMENT: Fish
LETTER LABELLING: "X"
CLASSIFICATION: The family
USING GRADUALLLY GIVEN CLUES: Miss Fortune makes guesses about a dog
NUMBER MATCHING: 3
NUMBER RECOGNIZING AND LABELLING: 3
NUMBER/NUMERAL AGREEMENT: Bert counts apples and then writes the corresponding number
COUNTING: 1 to 10
COUNTING: Buses

CHILD AND HIS POWERS: A man thinks of small things
WORD RECOGNITION: Sight word "Bus"
NUMBER LABELLING: 3
SETTLING A CONFLICT: Bob and Linda admit having made a mistake
PART/WHOLE RELATIONSHIP: An orange becomes a face
MISCELLANEOUS: The Fisherman song
DIVIDING UP WORK: Two men hammer a stake into a hole
RELATIONAL CONCEPT: Between
PUTTING SPEECH SOUNDS TOGETHER: The "UN" family

Dec. 9th Show #1065

THE LETTERS M and B - THE NUMBER 4

DIFFERENT POINTS OF VIEW: Gordon and his friends discuss how to use the space on his roof
LETTER LABELLING: "M"
LETTER SOUNDS: "M"
LETTER RECOGNITION : "M"
MAN-MADE ENVIRONMENT: Trains
RELATIONAL CONCEPT: Big/Bigger/Biggest
NUMBER LABELLING: 4
COUNTING: Four men come out of an egg
DIFFERENT POINTS OF VIEW: Oscar wants to take a picture of Maria

COUNTING: Ladybugs
CONSEQUENT EVENTS: Kermit tries a "What Happens Next" machine
NATURAL ENVIRONEMNT: Birds eating
NUMBER RECOGNITION: Four construction workers build a number 4
PRIDE: Song about women
NUMBER RECOGNITION: 4
HEALTH PRACTICES/NUTRITION: Herry tells us why apples are good for us
SORTING: By quantity
LETTER SOUNDS: "M"
RELATIONAL CONCEPT: Big/Bigger/Biggest Ernie collects rocks of different sizes
DIVIDING UP WORK: A woman explains how the Post Office works

NATURAL ENVIRONMENT: Big Bird recites poetry to his plants
LETTER LABELLING: "M"
CAREER AWARENESS: Dentist
RELATIONAL CONEPT: Big/Bigger/Biggest
LETTER RECOGNITION: "M"
VISUAL MATCHING: Bob and Luis match two sides of a painted train tunnel
RELATIONAL CONCEPT: Big/Bigger/Biggest
PRIDE: Film about how children grow and learn
WORD RECOGNITION: Spanish sight word "PELIGRO" (Danger)
NATURAL ENVIRONMENT: Cornfields

ALPHABET: Reciting the alphabet
PRIDE/SELF AWARENESS: Helen Reddy sings a song about a special child
NUMBER RECITATION: 4
RHYMING: Ernie and Bert play a game
LETTER RECOGNITION: "B" (2 segments)
SORTING: Cookie Monster sorts by quantity
NATURAL ENVIRONMENT: Otters

Sesame Street Special Activities Section

This week we are suggesting ways that you can extend the use of the Script Highlights. Sure, you can use this show guide to follow the program with your children or to prepare them for what they will see on Sesame Street that day. But, there are other uses too. On every show, there are usually some skills and concepts that are presented more than once. Sometimes the exact same segment is aired twice. Other times, the goal is presented in a variety of ways - using animation, cast members, muppets, etc.

These repetitions are important for many reasons. Younger children or children with certain special needs might not effectively learn a skill or concept after one viewing. Or, the particular teaching method of one segment might not be the best one for a given child. Or, a child might not be paying attention to the television while a segment is on. Whatever the reason, the repetition can present the same content over again to give the child many opportunities to grasp what is presented to him. Also, children who have already learned the skill or concept can have that learning reinforced by watching segments which are repeated. Whichever is the case with your child, take notice and point out repetitions on Sesame Street.

For example, on Show # 1063, the letters X and Z are presented in a variety of ways. And so is the number 2. You will also see that there are three segments which illustrate the relational concepts "beginning/middle/end ".

Look at each show schedule and locate those skills and concepts presented more than once. Concentrate on the area which best coincides with the needs of your children. Then, prepare the children for these segments, have them look closely and identify when they are seen and then reinforce the segments with activities.

Let's look again at Show #1063. Concentrate, for example on segments about the number 2. Here are some of the things you can do.

1. Have the children sit in pairs of 2 while watching the show. The pair can join hands and hold them up in the air when a segment about "2" comes on.

2. Look for "2's" in other segments. For example, in the segment on BODY PARTS, point out 2 arms, 2 legs, 2 ears, 2 eyes, etc., or have a child point to 2 monkeys (NATURAL ENVIRONMENT). Or, count the letters in the Spanish sight word "YO ".

3. After the show, children can:

   a.) make the number 2 out of clay.
   b.) close their eyes and identify the number 2 from a set of sandpaper numbers.
   c.) hunt around the room and return with "2" of any object.

Similar activities can be done with any skill or concept. By concentrating on only one, you are reinforcing through repetition, developing focusing skills, using Sesame Street to fit the specific needs of your children and having fun before, during and after the show.

NOTE: Just as last year, every Wednesday you will see a "Play to Grow" segment on Sesame Street. This segment includes children who are mentally retarded participating in activities with other children, cast members or muppets. Along with this Wednesday segment, children and adults with various special needs "Share the Street" on other days at undesignated times.

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Script Highlights
Issue No. Three
December 12-16, 1977

About Sesame Street

COMING UP: SPECIAL GUESTS AND A TRIP TO HAWAII

Big Bird, Mr. Hooper, Maria and the Sesame Street gang visit Buffy St. Marie at her home on the island of Kauai in Hawaii this coming January. It is an exciting trip for everyone -- particularly Snuffle-Upagus who travels all the way there in a helicopter.

While on the island, the Sesame Street cast meet Samson Mahuiki and Winona Beamer whose sons Keola and Kapono teach everyone how to sing Hawaiian songs and count in both Hawaiian and English. A huge feast -- a Luau -- is prepared and there's singing, dancing and lots of wonderful food. Big Bird and Snuffle-Upagus disover a mountain that looks just like Snuffy. Oscar hears about volcanoes and Mr. Hooper is challenged to try surfing. You will be surprised with the outcome.

You can start to look for Snuffy's helicopter ride this coming January, but until the trip there are still lots of exciting things happening on Sesame Street. In December Ray Charles stops by to sing some songs. The famous European Mime troup, Mummenschanz, visits and delights everyone with their fabulous pantomines of such things as a worm, a rabbit and -- a clam! Madeline Kahn, the Broadway and movie comedienne (she was in Mel Brook's films "Young Frankenstein" and "Blazing Saddles"), will be on the Street. And Buffy St. Marie will be by to invite everyone to Hawaii.

Dec. 12th Show #1066

THE LETTERS A and M - THE NUMBER 5

MEASUREMENT: Herry and Luis measure boards
REASONING AND PROBLEM SOLVING: Three balls try to fit in the right holes
SORTING BY ACTIVITY: Barbells
LETTER RECOGNITION: "A"
LETTER LABELLING: "A"
CHILD AND HIS POWERS: A child tries to make a snowman out of ice and sand
COUNTING: Grover counts backwards from 5 to 1
COUNTING: Forwards/Backwards 1 to 20

PUTTING SPEECH SOUNDS TOGETHER: "M" words
CHILD AND HIS POWERS: A child talks about his mind
LETTER RECOGNITION : "A"
DIFFERENT POINTS OF VIEW: David is sad because a witch has changed him
CAREER AWARENESS: Carpenter
WORD RECOGNTION: Sight phrase "ONE WAY"
LETTER RECOGNITION: "A"
NATURAL ENVIRONMENT: Camel
LETTER SOUNDS: "A"
REASONING AND PROBLEM SOLVING: The Three Little Pigs build a strong house for their protection
SELF WORTH/PRIDE: Olivia belives that she is capable of helping herself

GEOMETRIC FORMS: Children make patterns
LETTER RECOGNITION: "A"
NUMBER LABELLING: 5
NUMBER RECOGNITION: 5
MEASUREMENT: The scale
LETTER RECOGNITION: "M"
DIFFERENT POINTS OF VIEW: Oscar has a sale (Part 1)
RELATIONAL CONCEPT: Big/Little

LETTER RECOGNITION: "M"
RELATIONAL CONCEPT: Big/Little
RELATIONAL CONCEPT: Big/Small
DIFFERENT POINTS OF VIEW: Oscar has a sale (Part 2)
FINDING HIDDEN FIGURES: Flowers
COUNTING: 1 to 20
WORD RECOGNITION: Spanish sight word "CASA" (HOUSE)
NATURAL ENVIRONMENT: Frogs
WORD RECOGNITION: Spanish sight word "CASA" (HOUSE)
DIFFERENT POINTS OF VIEW: Oscar has a sale (Part 13

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Dec. 13th Show #1067

THE LETTERS C AND A - THE NUMBER 6

COUNTING: The Count counts the merchandise in Mr. Hooper's store
COUNTING: 6 balls (2 segments)
NUMBER RECOGNITION: 6
COUNTING: The Count counts the things he sells in Mr. Hooper's store
NATURAL ENVIRONMENT: Milk

HEALTH PROCESSES: Dental care and oral hygiene
LETTER RECOGNITION AND LABELLING: "C"
RELATIONAL CONCEPT: Loud/Soft
LETTER RECOGNITION: "A"
CAREER AWARENESS: The Oilman and the Streetcleaner
WORD RECOGNITION: Sight word "WALK" (2 segments)
PART/WHOLE RECOGNITION: The parts of a truck are put together
MISCELLANEOUS: Martians look at a clock and try to figure out what it is
COOPERATION: Children get together and make a play area
SOCIAL INTERACTION: Bob and Mr. Hooper share a coat hanger

REASONING AND PROBLEM SOLVING: A man heats his home by moving it near a log
REASONING AND PROBLEM SOLVING: Ernie tries to find the right size hat box
CHILD AND HIS POWERS: Children draw pictures
IMAGINATION/ALPHABET: Judy Collins and Snuffle-upagus team up to sing the alphabet
LETTER RECOGNITION AND LABELLING: "A"
MAN-MADE ENVIRONMENT: Making a stool
PUTTING SPEECH SOUNDS TOGETHER: Three Muppets sing about a friend
RELATIONAL CONCEPT: Soft/Loud

NATURAL ENVIRONMENT: Aardvarks
NUMBER RECOGNITION: 6
PUTTING SPEECH SOUNDS TOGETHER: A child talks about animals
SAME/DIFFERENT: Cats and Kittens
RELATIONAL CONCEPT: Soft/Loud
LETTER RECOGNITION: "c" (3 segments)
LETTER LABELLING: "C"
IMAGINATION: A crack in the wall takes on many shapes

Dec. 14th Show #1068

THE LETTERS D and C - THE NUMBER 7

HEALTH PRACTICES/NUTRITION: Cookie Monster changes his eating habits
NUMBER RECOGNITION: 7
EMOTIONS: Ernie thinks that Herb will be angry if he borrows his vacuum cleaner
EMOTIONS: A mad goat
NATURAL ENVIRONMENT: Hippopotamus
COUNTING: Seven flowers
COUNTING FORWARDS/BACKWARDS: 1 to 7
PLAY TO GROW/COOPERATION: Children try to keep a feather in the air
LETTER LABELLING AND RECOGNITION: "D"

USING GRADUALLY GIVEN CLUES: Policemen use clues to find a stolen bathtub
MAN-MADE ENVIRONMENT: Paper is invented
GEOMETRIC FORMS: Circle/Square/Triangle
LETTER RECOGNITION: "D"
WORD RECOGNITION: Spanish sight word "ESCUELA" (School)
COOPERATION: Three lines help each other
RECITATION: The alphabet
LETTER LABELLING: "D"
USING GRADUALLY GIVEN CLUES: Man makes the shape of a camel with his hand
LETTER RECOGNITION: "D"
NATURAL ENVIRONMENT: Gibbons

RELATIONAL CONCEPT: Same/Different
USING GRADUALLY GIVEN CLUES: Man makes the shape of a horse with his hand
RELATIONAL CONCEPT: Same/Different (4 segments)
LETTER LABELLING: "D"
MEASUREMENT: Ruler
CAREER AWARENESS: Film describes various occupations
CAREER AWARENESS: Baseball catcher
LETTER RECOGNITION: "C" (3 segments)
RECITATION: The alphabet

LETTER SOUNDS: Bert tries to teach a baby to say "Bert"
BODY PARTS: (2 segments)
WORD RECOGNITION: "EXIT" (2 segments)
PROBLEM SOLVING: A cat figures out how to catch a mouse
MAN-MADE ENVIRONMENT: Hamburger buns
PRE-READING SKILLS: Looking from left to right
MISCELLANEOUS: Bert's nephew says his first word

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Dec. 15th Show #1069

THE LETTERS E and D - THE NUMBER 8

MISCELLANEOUS: Big Bird forgets to deliver a letter to David
CULTURAL DIVERSITY: Bodega (Spanish grocery store)
LETTER SOUNDS: "E"
LETTER RECOGNITION AND LABELLING: "E" (2 segments)
MAN-MADE ENVIRONMENTS: David's grandmother shows Maria how to use an apple peeler
LETTER RECOGNITION: "E"
WORD RECOGNITION: Sight word "NO"
LETTER RECOGNITION: "E"
WORD RECOGNITION: Sight word "NO"
NUMBER RECOGNITION: 8

MISCELLANEOUS: Jose Feliciano sings "The Gypsy"
WORD RECOGNITION: Sight word "NO"
RHYMING: David's grandmother helps Oscar complete love poems with words that rhyme
RELATIONAL CONCEPT: Tall/Short
NATURAL ENVIRONMENT: Rhinoceros
CLASSIFICATION: Colors
RELATIONAL CONCEPT: Tall/Taller/Tallest
CLASSIFICATION: Shapes
NATURAL ENVIRONMENT: Skeleton Fish
CLASSIFICATION: Size

CHILD AND HIS POWERS: A baby learns to climb steps
CLASSIFICATION: Shape, size and color
MISCELLANEOUS: David's grandmother sings a song
LETTER RECOGNITION AND LABELLING: "D"
RELATIONAL CONCEPT: Short/Tall
LETTER LABELLING: "D" - Dudley eats "D's" for dinner
CONSEQUENT EVENTS: A watchman cries "monster" at the wrong time
NUMBER RECOGNITION AND LABELLING: 8

COUNTING: Forwards and backwards from 1 to 20
COUNTING: A woman announces the start of a race
MISCELLANEOUS: David goes to spend a few days with his grandmother
SOUND IDENTIFICATION: Martians try to figure out how a telephone works
SOUND IDENTIFICATION: Objects making various noises
BODY PARTS: Ears

Dec. 16th Show #1070

THE LETTERS F AND E - THE NUMBER 9

USING GRADUALLY GIVEN CLUES: Oscar is having a guest for dinner (Part 1)
SINGING: The alphabet
RHYMING: Song "Fur"
CLASSIFICATION: Size
CHILD AND HIS POWERS: Mothers nurse their offspring
DIVIDING UP WORK: Grover tries to distribute the load in a rowboat (Part 1)
LETTER RECOGNITION AND LABELLING: "F"
DIVIDING UP WORK: Grover/rowboat (Part 2)
LETTER RECOGNITION: "F"
DIVIDING UP WORK: Grover/rowboat (Part 3)
LETTER RECOGNITION AND LABELLING: "F"
NEIGHBORHOOD: Oscar's guest (Part 2)
NATURAL ENVIRONMENT: The farm

ANTECEDENT EVENTS: Sherlock Hemlock examines clues
PART/WHOLE RELATIONSHIP: Picture parts
LETTER RECOGNITION AND LABELLING: "F"
MAN-MADE ENVIRONMENT: Making Pizza
NEIGHBORHOOD: Oscar falls in love
LETTER RECOGNITION AND LABELLING: "F"
MAN-MADE ENVIRONMENT: Making a jumpsuit
LETTER RECOGNITION: "F"
RHYMING: Cat/Bat
COUNTING: 1 to 5

MISCELLANEOUS: A little boy needs help carrying four ice cream cones
NUMBER RECOGNITION AND LABELLING: 9
SETTLING A CONFLICT: Oscar and a friend want to do different things
RELATIONAL CONCEPT: Short/Long (Part 1)
LETTER NAMING AND RECOGNITION: "E"
RELATIONAL CONCEPT: Short/Long (Part 2)
LETTER RECOGNITION AND LABELLING: "E"
RELATIONAL CONCEPT: Short/Long (Part 3)
NATURAL ENVIRONMENT: Birds flying
CULTURAL DIVERSITY: Oscar sings a love song

WORD RECOGNITION: Street
COUNTING: Forwards/Backwards 1 to 10
COUNTING: 1 to 10 (English and Spanish)
LETTER RECOGNITION: "E"
COUNTING: 1 to 10
ALPHABET: Letters in a soup
NUMBER RECOGNITION: 9
LOOKING CLOSELY: Field is made with dots
REASONING AND PROBLEM SOLVING: What to do when a ball rolls into the street

Sesame Street Special Activities Section

You will notice that the script highlights for each show are divided into fifteen minute sections. Our reasons for doing this all revolve around giving you - the parent, teacher, volunteer, caregiver - more flexibility and control over how you can use the show. Sesame Street is designed not to compete with you, but rather to enrich, complement and supplement. It is an extension of your interaction with your child, your curriculum, your planned or informal activities. The fifteen minute divisions of the Script Highlights can, therefore, be helpful to you in many ways.

- If you would like to view only a portion of the show with your children, you can look to see which portion contains presentations of skills or concepts that best coincide with those skills or concepts which you are trying to teach or reinforce with your children. For example - look at Show #1068. You will see that the second and third fifteen minute sections contain quite a few segments dealing with the alphabet and specifically the letters C and D. If you are teaching either the entire alphabet or individual letters and only have a half of an hour to view the show, this half hour might be most appropriate.

- If you are teaching the concepts of time (e.g., one-half, one-quarter, half an hour, etc.) you can use the show divisions to mark time. By following the highlights, you will know what is the first and last segment of each fifteen minute section. Name the segment (and describe where possible) for the children. Tell them to watch for it because it will mark the end of half an hour, etc.

- There are many Sesame Street shows with story lines that continue at various times throughout the show. These are usually stories with a plot-line. You will know these segments because they are marked Part 1, Part 2, Part 3, etc. At times, these segments are at the beginning of each fifteen minute section. Even when this is not the case, you can easily follow the highlights of the day and know exactly when these segments are coming up. Then, you can be prepared to point these out to the children. Or, by using the description of the segment, children can look for and identify these segments.

Other activities for Show #1068: Wednesday, December 14th:

1. There are many segments about different animals in this show - goat, hippopotamus, gibbons (monkeys), cat and mouse. Have the children identify the animals and compare similarities and differences. They can also find pictures of these and other animals in books and magazines. Sing songs like "Old McDonald" or "In The Barnyard". Children can do animals walks or dramatize a story about what they saw on Sesame Street. Or, have them make up their own story.

2. There are two segments in the broadcast showing animals in a different way -- a man makes the shape of a camel and a horse with his hands. Try to follow the segment closely and experiment making the animals with your hands. Have the children try it, too. Some might pick it up on their own, others will need a lot of help.

THEN - WHAT OTHER SHAPES CAN YOU MAKE WITH YOUR HANDS? YOUR BODY? TWO OR MORE BODIES?

Note: In most areas, each Sesame Street Show is aired twice a day. If it fits into your schedule, you can see the segments once again. Remember to refer to the Script Highlights of the day for the location of the segments in the show.

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CTW SESAME STREET

Script Highlights
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About Sesame Street

BEHIND THE SCENES: JIM HENSON'S MUPPETS

Jim Henson, Muppet creator, has been a puppeteer for 21 years, developing his specialty while in college. Soon after that he devised the "Muppet" (a combination of the words "marionette" and "puppet", a form that proved especially suited to television. Henson explains that the television close-up necessitates "a character with a range of expressions and emotions who can be totally believeable as a living thing."

The Muppets appeared regularly for eight years on the TV show "Sam and Friends" in Washington D.C. Henson then moved his troup to New York, where they performed on the "Jimmy Dean Show" and the "Ed Sullivan Show", among others.

A few of the Muppets who appear as guest stars on "Sesame Street" made their appearances on some of these shows -- most notable among them, Kermit the Frog. But most of the current favorites were created especially for Sesame Street since its inception in 1969. They include Big Bird, Oscar the Grouch, Ernie, Bert, Grover, Cookie Monster and Snuffle-Upagus.

Henson himself is one of several puppeteers reponsible for manipulating his creations, including Ernie and Kermit, his best-know characters. Other Muppeteers are Carroll Spinney (Big Bird, Oscar), Frank Oz (Bert, Cookie Monster, Grover), Jerry Nelson, Richard Hunt and Kermit Love.

Dec. 19th Show #1071

THE LETTERS W and F - THE NUMBER 10

PLANNING: Luis and Big Bird design a bird house (Part 1)
NUMBER RECOGNITION: 10
NATURAL ENVIRONMENT: Eagles
LETTER LABELLING AND RECOGNITION: "W"
CITY AND TOWN: Man talks about the city
FINDING HIDDEN FIGURES: Geometric shapes
SETTLING A CONFLICT: Luis and Big Bird design a bird house (Part 2)

RHYMING: Kermit tells the story of Jack and Jill
LETTER LABELLING: "W" (2 segments)
CAREER AWARENESS: Bank teller
CHILD AND HIS POWERS: A child thinks "big" thoughts
ROLES AND FUNCTIONS: A child is different things to different people
ECOLOGY: Glass recycling
REASONING AND PROBLEM SOLVING: A man builds a bridge
PUTTING SPEECH SOUNDS TOGETHER: The "IG" family
VISUAL MATCHING: Luis and Big Bird design a bird house (Part 3)
LETTER RECOGNITION: "W" (2 segments)

LETTER RECOGNITION: "W"
SORTING: By class
IMAGINATION: Pantomime of a fisherman
LETTER NAMING AND RECOGNITION: "W"
NUMBER RECOGNITION: 10
RELATIONAL CONCEPT: Big/Little (Luis and Big Bird design a bird house (Part 4)
LETTER LABELLING AND RECOGNITION: "F"
COUNTING FORWARDS AND BACKWARDS: 1 to 10
WORD RECOGNITION: Spanish sight word "ABIERTO" (open)
RELATIONAL CONCEPT: Long/Short
LETTER RECOGNITION: "F"
VISUAL MATCHING: Position of a horse and cart
COUNTING: 1 to 10

SORTING: By class
SINGING: Alphabet
CLASSIFICATION: By sound
VISUAL MATCHING: Two balls play hide and seek
RELATIONAL CONCEPT: Short/Long (3 segments)
SOCIAL BEHAVIOR : Luis and Big Bird design a bird house (Part 5)

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Dec. 20th Show #1072

THE LETTERS S and W - THE NUMBER 11

IMAGINATION: Bob, Linda and friends imagine they are playing basketball
IMAGINATION: The sun rises in a picture of a farm
IMAGINATION: A boy imagines that if the clouds were cows it would rain milk
CHILD AND HIS POWERS: Ernie and Bert pretend to be different objects
NEIGHBORHOOD ENVIRONMENT: Children riding on a bus describe the neighborhood
WORD RECOGNITION: Sight phrase "DON'T WALK"
SUBTRACTION: Kermit describes the departure of Columbus' three ships
LETTER LABELLING AND RECOGNITION: "S"
NATURAL ENVIRONMENT: Objects that can stop

HEALTH PRACTICES: Oral hygiene
ECOLOGY: Song about trees
PART/WHOLE RELATIONSHIP: Different types of skin on a hand
COUNTING: Edgar Kendrick counts
SETTLING A CONFLICT: Witches cooperate to make soup
MAN-MADE ENVIRONMENT: Doll factory
RELATIONAL CONCEPT: Small/Smaller/Smallest

PROBLEM SOLVING: Mr. Hooper helps Bob settle his disagreement with Linda
RELATIONAL CONCEPT: Small/Smaller/Smallest (2 segments)
LETTER NAMING AND RECOGNITION: "S" (2 segments)
COUNTING: 1 to 5
PROPERTY IDENTIFICATION: Ernie loses his new rubber duckie (Part 1)
LETTER LABELLING AND RECOGNITION: "S"
PROPERTY IDENTIFICATION: Ernie loses his new rubber duckie (Part 2)
WORD RECOGNITION: Sight phrase "DON'T WALK"

NUMBER RECOGNITION: 11 (3 segments)
CONSEQUENT EVENTS: A monster is examined by a machine
DIFFERENT POINTS OF VIEW: Linda uses a new machine to call her father on the phone
LETTER LABELLING AND RECOGNITION: "W"
WORD RECOGNITION: "CLOSED"
PUTTING SPEECH SOUNDS TOGETHER: A singer can't remember the lyrics of a song

Dec. 21st Show #1073

THE LETTERS G AND S - THE NUMBER 12

FAMILY ENVIRONMENT: Herriet Monster comes to visit her brother Herry
NUMBER RECOGNITION: 12
DIFFERENT POINTS OF VIEW: Ernie wants Bert to be quiet
DIFFERENT POINTS OF VIEW: A woman's face changes its shape
MAN-MADE ENVIRONMENT: "Throwing" games around the world
CAREER AWARENESS: Herriet gets a job
EMOTIONS: Cowboy sings about his feelings
WORD RECOGNITION: Sight word "Telephone"
PLAY TO GROW/ACTIVITY: Children make pictures for Big Bird using fingerprints
WORD RECOGNITION: Sight word "Telephone"

LETTER LABELLING: "G"
NATURAL ENVIRONMENT: Snow
ADDITION: Adding people
SELF WORTH: Big Bird makes Snuffle-upagus feel better about his looks
USING GRADUALLY GIVEN CLUES: How to draw an elephant
RELATIONAL CONCEPT: Some/More/Most (Part 1)
LETTER LABELLING AND RECOGNITION: "L"
RELATIONAL CONCEPT: Some/More/Most (Part 2)
LETTER RECOGNITION: "S"
RELATIONAL CONCEPT: Some/More/Most (Part 3)

RECITATION: Alphabet
COUNTING: 1 to 10
COUNTING: 1 to 5
GEOMETRIC FORMS: Circles
ADDITION: 2 + 1
GEOMETRIC FORMS: Round
ADDITION: 3 + 1
RELATIONAL CONCEPT: Some/More/Most (2 segments)
LETTER RECOGNITION: "G"
LETTER LABELLING AND RECOGNITION: "G" (2 segments)
MISCELLANEOUS: A cow jumps over the moon

IMAGINATION: A rabbit and a turtle exchange shapes and roles
NATURAL ENVIRONMENT: Fish
DIFFERENT USES OF AN OBJECT: Pot
NUMBER RECOGNITION: 12
COUNTING: 1 to 12
FINDING HIDDEN FIGURES: Parrot
NATURAL ENVIRONMENT: Sidewinder snaker

*Printing deadlines for **Sesame Street Script Highlights** precede the final editing of the programs. For that reason, an occasional segment listed may not be included or may appear in a different location in the broadcast.

Dec. 22nd Show #1074

THE LETTERS K AND G - THE NUMBER 2

CULTURAL DIVERSITY: Big Bird discovers that some people are bilingual
LETTER LABELLING AND RECOGNITION: "K" (3 segments)
WORD RECOGNITION: Spanish sight word "AGUA" (WATER)
LETTER RECOGNITION: "K"
WORD RECOGNITION: Spanish sight word "AGUA" (WATER)
LETTER NAMING AND RECOGNITION: "K"
WORD RECOGNITION: Spanish sight word "AGUA" (WATER)

REASONING AND PROBLEM SOLVING: Grover tries to figure out how to stay warm
RELATIONAL CONCEPT: On/Under
NATURAL ENVIRONMENT: Children discover a wheel (Spanish)
LETTER LABELLING AND RECOGNITION: "K"
NUMBER RECOGNITION: 2 (2 segments)
WORD RECOGNITION: Sight word "Love"
NATURAL ENVIRONMENT: Giraffe
COMBINING OF SKILLS: A lion and a mouse save each other
MISCELLANEOUS: Rubber Dolly song
RELATIONAL CONCEPT: Top/Bottom

RELATIONAL CONCEPT: Top/Bottom
MISCELLANEOUS: Hands playing with a feather
HEALTH PRACTICES: A cow talks about milk and how it is made
RELATIONAL CONCEPT: Top/Bottom
COOPERATION: Children help each other fly a kite
COUNTING: 1 to 20
MAN-MADE ENVIRONMENT: Milk is made
PROPERTY IDENTIFICATION: A witch describes Kermit

LETTER LABELLING AND RECOGNITION: "G"
BODY PARTS: Tools and body parts are compared
COUNTING: 1 to 10
COUNTING: The Count counts containers of milk
BODY PARTS: Ernie takes a bath
NUMBER RECOGNITION: 2
MISCELLANOUS: The Count doesn't know what to do with the milk that he bought
NATURAL ENVIRONMENT: Goslings
LETTER LABELLLNG AND RECOGNITION: "G"
WORD RECOGNITION: Sight word "Love"

Dec. 23rd Show #1075

THE LETTERS V AND K - THE NUMBER 3

PRIDE: Song "This Frog" by Kermit
WORD RECOGNITION: Sight word "BUS"
CAREER AWARENESS: Farley thinks about what he will be when he grows up
WORD RECOGNITION: Sight word "BUS"
DIVIDING UP WORK: David and Maria climb a mountain together
LETTER: "V"
PUTTING SPEECH SOUNDS TOGETHER: The two syllables in the word "Magic" are blended
LETTER RECOGNITION AND LABELLING: "V" (Spanish)
NATURAL ENVIRONMENT: Kangaroo
LETTER LABELLING: "V"
LETTER: "V"

LETTER: "V"
MISCELLANEOUS: Big Bird and Snuffle-upagus sing about being best friends
LETTER RECOGNITION: "V"
CAREER AWARENESS: Gardner
RELATIONAL CONCEPT: Up/Down (3 segments)
NUMBER RECOGNITION: 3
RELATIONAL CONCEPT: Down
NUMBER/NUMERAL AGREEMENT: 3
NUMBER RECOGNITION: 3
COUNTING: 1 to 20
LEARNING SKILLS: Piano practice
SUBTRACTION: Three cookies disappear one by one
MISCELLANEOUS: Dots make a line

RELATIONAL CONCEPT: Up/Down
MISCELLANEOUS: A dot finds its position among a group of dots
MAN-MADE ENVIRONMENT: Tools that are used on a farm
BODY PARTS: Legs
TRIAL AND ERROR: Mumford's magic tricks fail
LETTER: "K"
IMAGINATION: Judy Collins teams up with Snuffle-upagus to sing the alphabet song
LETTER: "K"

NATURAL ENVIRONMENT: The beach
LEARNING SKILLS: Olivia gives dance lessons to Mr. Hooper before he goes to a discotheque with a friend
LETTER: "K"
SORTING: By form - tools
MISCELLANEOUS: A red dot doesn't belong with other dots

Sesame Street Special Activities Section

Sesame Street provides educational stimulation to children in many ways. Children can listen, see, vicariously visit places they might never go to themselves. They can also share feelings and emotions. Before, during or after the show, children can physically participate in a motor activity, answer and ask questions or engage in paper and pencil tasks. With your help, Sesame Street can give children input through all of their senses and also give them the opportunity to express their understanding and enjoyment of the show in a variety of ways.

Some children learn best using all of their senses. For other children, one particular sense dominates. This is the case for children with particular special needs. The following example explains this in more detail. A child who is blind learns about the world through feeling - temperature, texture, weight, shape - and sound. Whenever possible, we should allow the child to become as aware of these qualities and, if possible, add them to objects which lack them. Here are some ideas which you can use in activities conducted prior/during/after Sesame Street.

It is important to remember that these activities can be done with nearly EVERY child. Children without obvious impairments need stimulation in many ways also. The suggestions can only enhance learning, while experiencing new, fun activities. And, the suggestions will allow children who are blind to participate more fully in activities with sighted children. Children with sight can also be blindfolded.

1) Point out particular sounds made on Sesame Street and, if necessary, their meaning. (e.g. slow music with slow moving animals, silence used for special reason, body noises like those made when marching, dancing, hand clapping, etc., or particular music to cue one character whenever he appears. The Count is a good example of the last suggestion.)

2) Pictures can have texture added to them, or the outline can be raised or lowered so that chilren can feel the picture. For example, if a segment is teaching the fingers on a hand, these are reinforcement activities you can do:

   a) use a pencil to punch small holes around the outline of a picture similar to braille
   b) mix white glue with salt, rice, coffee grains, etc., and fill in the outline of a picture of a hand
   c) glue a thin piece of string around the outline of the hand
   d) cut out a hand made from sandpaper or if available, a thin piece of wood

3) Sounds can be added to objects and toys which don't ordinarily produce sounds. For example:

   a) bells or an electronic beeper (like the device found in a phone beeper carried by doctors and business people), can be attached to playing balls
   b) music boxes or wind up toys can be placed near objects in an obstacle course
   c) children or adults can wear bells attached to their arm, belt, or ankles as they play tag games
   d) a jump rope can have bells attached to it and children can learn to jump when the bells are at a given point in the air

Reinforcement activities revolved around Sesame Street are important if we want to maximize the potential of the show. We hope that we've assisted you in making your reinforcement activities fun, creative and accessible to more children.

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